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ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Physical Education--includes sections on a) team sports, b) individual and dual sports, and c) dance. ORGANIZATION AND PHYSICAL APPEARANCE: The first section presents a program description and general goals. The second section describes a) objectives, b) activities, c) understandings, d) teaching suggestions, and e) evaluation, and lists references for each sport. OBJECTIVES AND ACTIVITIES: General program objectives are listed in the first section. Behavioral objectives and suggested activities are described for each sport in section two. INSTRUCTIONAL MATERIALS: References are listed for each sport. STUDENT ASSESSMENT: None indicated. OPTIONS: None listed. (PB)

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PROGRAM OF STUDIES

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SP009 313

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

PHYSICAL EDUCATION

7 - 12

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of developemnt. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

PHYSICAL EDUCATION

PROGRAM OF STUDIES

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

PHYSICAL EDUCATION K-12

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PROGRAM OF STUDIES

PHYSICAL EDUCATION

SECTION A

PROGRAM OF STUDIES

Program Description (K-12)

Physical education promotes mental, physical, and social growth through a wide variety of activities which develop competency in motor skills and efficiency of movement.

As a part of the total school program, physical education provides movement-centered experiences which help the student to realize his/her fullest potential as an individual in a democratic society. These learning experiences are planned to insure a progression of skills directed toward the enjoyment of leisure-time activities.

The physical education program is designed to provide students with skills basic to involvement in team and individual activities which exhibit the contribution of physical activity to personal and social behavior, self-expression, courage, perseverance, and self-respect.

Elementary Physical Education Program (K-6)

Participation:

Elementary schools are served by one or more physical education teachers, depending on staffing patterns and school enrollments. Each child participates in five 30-minute periods per week. Two to five of these classes (levels 1-6) are taught by physical education teachers.

Class size is generally consistent with that of other subject areas, with most physical education teachers teaching approximately nine instructional periods per day. In addition, many schools offer enrichment programs such as intramurals, perceptual-motor classes, and special interest clubs.

Indoor facilities vary from school to school. Approximately one-third of the schools have gymnasiums; other schools utilize the cafeterias, multipurpose room or classrooms for instructional purposes. All schools have outdoor apparatus, one or more hard surfaced areas and grass field space.

Content:

The elementary physical education program is comprised of a wide variety of movement experiences. These are presented on a continuum progressing from simple to complex. Each child is given the opportunity to progress at his/her own rate of speed toward the mastery of many basic skills. As skills are acquired they are applied individually (such as gymnastics, dance, or track), with a partner (such as paddle, cup and ball skills), with a small group (such as rope games, hopscotch, and four square), or with a larger group (such as games of low organization, lead-up and teams).

Program content varies to some extent from school to school because of inconsistencies in the availability of facilities and equipment. However, the yearly program of elementary school physical education typically includes the following experiences:

Locomotor - Non-Locomotor

- walking
- jumping
- hopping
- skipping
- leaping
- pivoting
- galloping
- crawling
- stretching
- curling
- twisting
- swinging
- rolling
- bending

Exploring Movement
- self-space, general space
- directions
- levels
- ranges
- shapes
- pathways
- force
- flow
- speeds

Perceptual-Motor
- body awareness
- directionality
- laterality
- balance
- eye-hand coordination
- eye-foot coordination
- visual discrimination
- auditory discrimination

Object Manipulation
- jump ropes
- hoop
- tires
- wands
- scooters
- beanbags
- balloons

Ball Handling
- rolling
- throwing
- catching
- bouncing
- kicking
- striking
- volleying
- trapping
- passing

Rhythms
- basic locomotor
- singing games
- folk and square dances
- marching
- creative rhythmics
- rhythm sticks
- rhythmic ropes
- rhythmic ball handling

Gymnastics
- animal walks
- individual stunts
- partner stunts
- tumbling skills
- gymnastic apparatus
- indoor-outdoor climbing apparatus
- rope climbing

Physical Fitness
- conditioning
- testing
- strength
- speed
- flexibility
- agility
- endurance

Intermediate Physical Education Program (7-8)

Participation:

Physical education is required for all students in grades seven and eight.

Content:

Intermediate level physical education is characterized by a balanced program of individual and team sports consisting of a variety of activities. Emphasis is placed on the enjoyment of movement and participation while sequential learning is taking place. Skills strengthening the individual student's development at the elementary level are extended into more highly organized group and team-oriented activities.

A basic instructional unit of an activity would include conditioning and warm-ups, development of basic skills, lead-up activities, regulation games, and tournaments, or culminating performances. Included in student evaluation are skills, participation, improvement, attitude, and knowledge.

The intermediate physical education program includes the following activities generally based on 15 day units combined into 45 day models. Recreational activities such as horseshoes, table tennis, shuffleboard, badminton, and bowling may be offered as separate units or in combination with other activities.

Level 7	Level 8
Model I	**Model I**
Orientation	Orientation
Archery I	Flag Football II
Flag Football I	Field Hockey I
Soccer I	Soccer II
Model II	**Model II**
Basketball I	Volleyball II
Gymnastics I	Basketball II
Social, Folk, and Square Dance	
Model III	**Model III**
Volleyball I	Gymnastics II
Wrestling I	Creative Dance I
Recreational Activities	Wrestling II
Model IV	**Model IV**
Track and Field I	Tennis I
Softball I	Track and Field II
Testing	Testing

High School Physical Education Program (9-12)

Participation:

Physical education is required for all students in grades nine through ten and offered on an elective basis for students in grades eleven and twelve.

Content:

The high school physical education program is developed for refinement of skills learned at previous levels plus the initiation of new skills related to leisure-time activities. However, group and team games continue to be an essential part of the high school program. Included in student evaluation are skills, participation, improvement, attitude, and knowledge.

Several schools have developed adaptive physical education programs to accommodate students who have social, mental, or physical handicaps.

Intramural programs are offered providing competition in addition to the interscholastic program and include a wide variety of activities.

A typical high school physical education program might include the following activities. Units are based on 15 day segments combined into 45 day models. Recreational sports may be taught separately or in combination with other sports.

Level 9

Model I

Orientation
Soccer
Field Hockey
Flag Football

Model II

Basketball
Volleyball

Model III

Gymnastics
Wrestling

Model IV

Track and Field
Tennis
Softball

Level 10

Model I

Orientation
Flag Football
Speedball
Archery

Model II

Recreational Activities
Gymnastics
Self-Defense

Model III

Basketball
Weight Training
Dance

Model IV

Track and Field
Tennis
Casting

Level 11-12

Model I

Archery
Tennis
LaCrosse

Model II

Weight Training
Slimnastics
Recreational Activities

Model III

Fencing
Volleyball
Handball

Model IV

Camping
Golf
Softball

PROGRAM OF STUDIES

PHYSICAL EDUCATION

GRADES 7-12

SECTION B & C

Instructional units in grades 7-12 are divided into four areas: Level I, Level II, Fundamental and Advanced.

Levels I and II are the responsibility of the intermediate school and Fundamental and Advanced are guidelines for high school units.

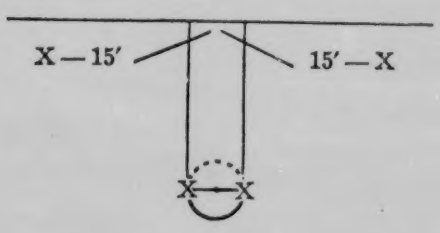
Activity Offerings	I	II	Fund.	Adv.
Team Sports				
Basketball	X	X	X	X
Field Hockey	X		X	X
Flag Football	X	X	X	X
Lacrosse			X	
Soccer	X	X	X	X
Softball	X		X	X
Speedball			X	X
Volleyball	X	X	X	X
Individual and Dual Sports				
Archery	X		X	
Badminton			X	X
Body Mechanics			X	
Bowling	X		X	X
Camping			X	X
Casting			X	X
Deck Tennis	X			
Fencing			X	
Golf			X	X
Gymnastics	X	X	X	X
Handball			X	X
Horseshoes	X		X	
Self-Defense			X	
Shuffleboard	X		X	
Table Tennis	X		X	
Tennis	X		X	X
Track and Field	X	X	X	X
Weight Training			X	X
Wrestling	X	X	X	X
Dance				
Creative Dance	X		X	
Social, Folk, and Square Dance	X		X	

BASKETBALL

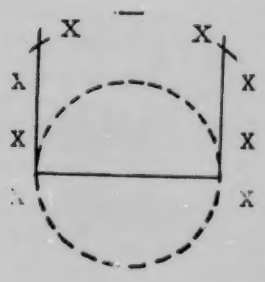
		I	II	Fund.	Adv.
I.	Objectives				
	The student:				
	A. Demonstrates the layup, foul shot, and bank shots using proper form and technique.	X	X	X	X
	B. Performs the stationary, moving, and change of direction dribbles with the proper form and technique.	X	X	X	X
	C. Displays proper form and technique in throwing the baseball pass.		X	X	X
	D. Uses two-hand over-head pass.				X
	E. Executes the one and two-hand bounce passes using proper form.		X	X	X
	F. Demonstrates the two-hand chest pass.	X	X	X	X
	G. Displays proper techniques of rebounding.	X	X	X	X
	H. Shows ability to perform pivoting skills.	X	X	X	X
	I. Demonstrates a knowledge of theory and movement of individual and team offense and defense.	X	X	X	X
	J. Displays knowledge of rules, positions, strategy and safety procedures, by written test and/or game situation.	X	X	X	X
	K. Exhibits emotional control by displaying good sportsmanship towards teammates, opponents and officials and appreciates varied skill levels of other participants.	X	X	X	X
	L. Gains satisfaction through participation and achievement, and appreciates the social value of physical activity while developing carry-over values and skills.	X	X	X	X
	M. Develops teamwork to achieve a common goal.	X	X	X	X
II.	Units				
	A. Activities (Skills)				
	1. Dribbling				
	(a) Stationary	X			
	(b) Speed		X	X	X
	(c) Strong hand	X	X	X	X
	(d) Weakhand		X	X	X
	(e) Change of pace			X	X
	(f) Change of direction			X	X

	I	II	Fund.	Adv.
2. Passing				
(a) Chest	X	X	X	X
(b) Bounce		X	X	X
(c) Overhead			X	X
(d) Baseball		X	X	X
3. Shooting				
(a) One-hand push	X	X	X	X
(b) Jump shot			X	X
(c) Lay-up	X	X	X	X
(d) Hook				X
(e) Foul shot	X	X	X	X
4. Footwork fundamentals				
(a) Front pivot	X	X	X	X
(b) Reverse pivot	X	X	X	X
5. Rebounding				
(a) Offensive		X	X	X
(b) Defensive (blocking out)		X	X	X
6. Defense				
(a) Man to man	X	X	X	X
(b) Zone	X	X	X	X
7. Offense				
(a) Individual	X	X	X	X
(b) Team		X	X	X
8. Officiating				
B. Understandings				
1. History of basketball	X			
2. Terminology	X	X	X	X
3. Basic rules and their application	X	X	X	X
4. Importance and contribution of each position	X	X	X	X
5. Purposes of various team offensive and defensive maneuvers				X
C. Teaching suggestions				
1. Discussion				
2. Demonstration				
3. Suggested drills				

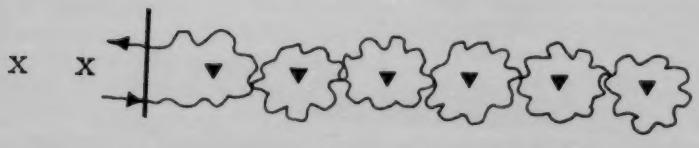
(a) Moving shot - layup
(1) Use right hand right sides.
(2) Use left hand on left side.



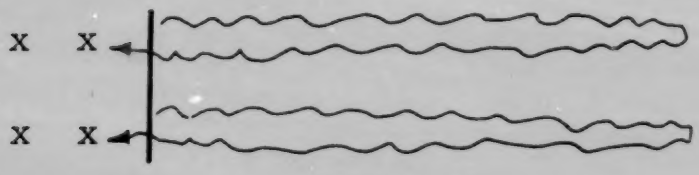
(b) Free throw - 2 consecutive shots



(c) Dribbling
(1) obstacle course (obstacles spaced 10 feet apart)
- two obstacle courses (timed) could be used for motivation

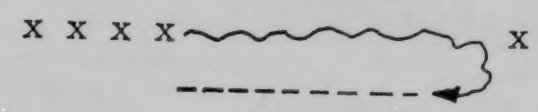


(2) straight dribble (timed)



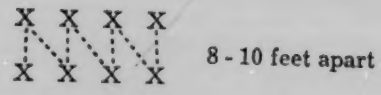
(d) Pivot

(1) Pivot drill

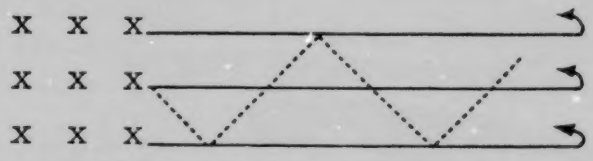


(e) Passing

(1) Passing drill



(2) Passing drill



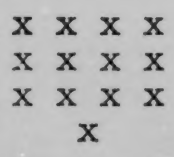
6-8 feet between players

(f) Shooting drills

(1) Set shots
- Shoot from a distance of 15 feet or less.
- Shoot a particular shot or any shot.
- Shoot two from each spot. Rotate on own.

(g) Guarding drill

Massed group responds to movement and vocal directions (such as left, right, forward, back) of leader.



(h) Combined skills test (passing, dribbling, shooting)

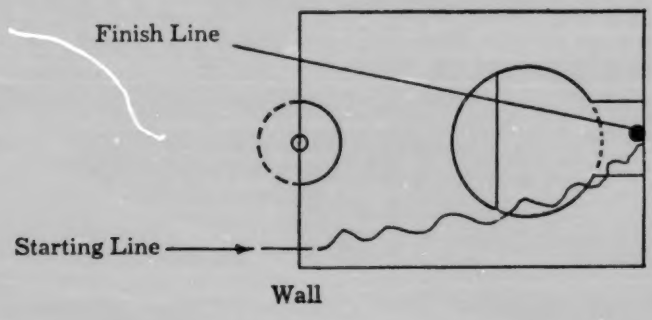
(1) On the signal "GO," pass to wall (10 feet away) three times, recovering ball each time.

(2) Dribble to basket.

(3) Shoot and rebound until basket is made. Do not recover rebound when basket is made.

(4) Run to finish line.

(5) In scoring, use the time necessary to complete the course. If player travels, restart test or add one second for each violation. (Two subjects can be tested at one time if half courts are used.)



*Key: _____ running player
~~~~ dribbling player
..... pass

O = offensive player
X = defensive player
▲ = obstacle
~~~~

D. References
1. Publications - 18, 68, 93, 73, 107, 145, 149, 115, 114, 134, 179
2. Audiovisuals - 5, 6, 23, 28, 47, 55, 62, 63, 76, 90

III. Evaluation	I	II	Fund.	Adv.
A. Expectations of 80% of the students				
1. Using the two-handed chest pass, shows reflex ability by passing ball against the wall at a distance of 5', completing 10 passes in 15 seconds.	X			
2. Dribbles 50' with right hand and 50' back left handed.	X			
3. Makes ___ of 10 bank shots from under basket.	2	3	4	5
4. Makes ___ out of 10 foul shots.	1	2	3	4
5. Makes ___ out of 10 lay-up shots.	3	4	5	6
6. Using the two-hand chest pass, passes the ball against the wall, from a distance of 6', completing 10 passes in 15 seconds.		X		
7. Demonstrates the speed dribble while weaving in and out of 5 pylons placed 6' apart, going down and back in 30 seconds.		X		
8. Dribbles, using correct body control and form, with either hand from a distance of 45 feet to the basket and shoots a lay-up shot, continuing to rebound missed shots until one is made and dribbles back to starting point; completes this test 5 times in 60 seconds.			X	
9. Passes the ball against a wall 20' away, using 2-hand chest pass and catches the ball (after no more than one bounce) without moving more than one step from original positions (6 out of 10 times).			X	
10. Passes the ball against a wall 15' away, using 2-hand bounce pass and catches the ball (after no more than one bounce) without moving more than one step from original position (6 out of 10 times).			X	
11. Dribbles, using correct body control and form, with weak hand from mid-court to the basket and shoots a layup shot, continuing to rebound missed shots until one is made and dribbles back to starting point; is able to complete this test 2 times in 60 seconds.				X
12. Blocks out, using proper form and technique, an opponent from the basket and retrieves rebound taken by the opponent (7 times in 10 shots).				X
13. Completes 4 out of 10 shots with 10'-15' of the basket, using the one-hand jump or push shot.				X
14. Displays, through application in a game situation and/or a written test, a knowledge of the history, rules, strategy, and terminology.	X	X	X	X
B. Other Tests				
1. Exhibits through practical application and/or a written test a knowledge of the rules and technique of officiating (including timing, scoring).		X	X	X
2. Analyzes individual and other students skills and techniques in order to determine needed improvements: - shooting - dribbling - passing				X

	I	II	Fund.	Adv.
- foot work				
- floor position				
- rebound position				
4. Tournaments	X	X	X	X
- 1 on 1				
- foul shooting				
- 3 on 3				

FIELD HOCKEY

		I	Fund.	Adv.
I.	Objectives			
	The student:			
A.	Exhibits the correct grip by keeping the left hand at the top of the stick in a handshake position, keeping the right hand directly below the left; and observing that the V formed by thumb and index finger of each hand is directly in alignment with the toe of the stick.	X	X	
B.	Demonstrates the correct hockey stick carry by placing the left hand at top, right hand several inches below, holding the stick diagonally across thighs, keeping the blade close to the ground ready to play the ball.	X	X	
C.	Performs the correct dribble by holding the left elbow away from the body with the back of the left hand facing forward, keeping the right hand grip several inches below the left hand; using wrist action to give impetus to the stroke; keeping the ball in front and slightly to the right of the right foot.	X	X	
D.	Executes the drive by keeping hands together on stick; keeping stick perpendicular to the ground; swinging with a pendulum-like motion in line with the intended path of the ball.	X	X	
E.	Demonstrates the push pass by using wrist action, having no backswing, keeping the body in a slightly crouched position.	X	X	
F.	Performs the bully in drill work.	X	X	
G.	Uses at least one of the following tackles during game play: straight tackle, left hand lunge, circular tackle.	X	X	
H.	Displays teamwork to achieve a common goal.	X	X	X
I.	Shows an understanding of the proper use of equipment and the safety factors involved.	X	X	X
J.	Demonstrates emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.	X	X	X
K.	Indicates an appreciation of the varied abilities of the other participants, both skilled and unskilled.	X	X	X
L.	Gains satisfaction through achievement, growth and participation	X	X	X
M.	Demonstrates ability to play positions.		X	X
N.	Executes in a game situation the following offensive team tactics: push pass - right and left, drive - right and left.		X	X
O.	Demonstrates knowledge and ability to play position offensively and defensively in the special situations of: roll-in, free hit, bully, and corners.		X	X

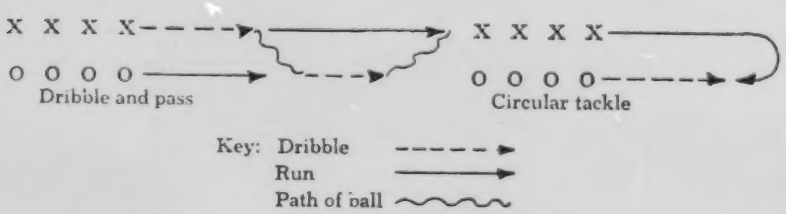
	I	Fund.	Adv.
		X	X
P. Displays a knowledge of history, rules, and terminology of hockey.			
Q. Executes in a game situation the following offensive tactics: flick, scoop, triangular pass.			X
R. Demonstrates ability to execute offensive and defensive tactics: interchanging, marking and covering, triangular passing.			X
S. Analyzes individual skills and techniques in order to determine needed improvements in self and others: dribbling, driving, stopping, tackling, dodging.			X
T. Exhibits a knowledge of the rules and techniques of officiating.		X	X
U. Demonstrates ability to use the non-stick side and the pull to the left dodge.		X	X
II. Units			
A. Activities (Skills)			
1. Footwork	X	X	
2. Grip	X	X	
3. Carrying the stick	X	X	X
4. Dribble	X	X	X
5. Push pass	X	X	X
6. Receiving	X	X	X
7. Fielding	X	X	X
8. Drive	X	X	X
9. Tackling			
(a) Straight tackle	X	X	X
(b) Left-hand lunge	X	X	X
(c) Circular tackle	X	X	X
(d) Jab	X	X	
10. Roll-in		X	X
11. Bully	X	X	X
12. Goal keeping	X	X	X
13. Flick			X
14. Scoop			X
15. Offensive tactics			
(a) Dodging			
(1) Non-stick		X	X
(2) Pull to left		X	X
(b) Shooting	X	X	
(c) Rushing		X	
(d) Backing up	X	X	
(e) Triangular passing		X	
(f) Drawing opponent			X
16. Defensive tactics			
(a) Tackling back		X	
(b) Clearing		X	
(c) Marking	X	X	
(d) Covering		X	
(e) Intercepting		X	

	I	Fund.	Adv.
17. Team tactics			
(a) Formation plays			
(1) Free hit		X	
(2) Roll-in		X	
(3) Short or penalty corner		X	
(4) Long corner		X	
(5) Bully	X	X	
(6) Penalty bully		X	
(b) Position play			X
B. Knowledges			
1. Care and use of equipment	X	X	X
2. Use of each skill in game	X	X	X
3. Official rules and terminology		X	X
4. Health and safety factors	X	X	X
5. Officiating techniques		X	X
6. Player positions	X	X	X
7. A more thorough knowledge of offensive and defensive individual and team tactics			X

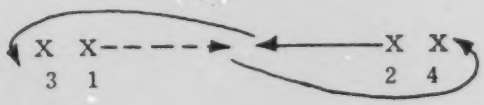
C. Teaching Suggestions

Note: For maximum participation when learning skills, much of the dribbling, passing, fielding, and tackling can be practiced individually and in couples.

1. Dribble and pass may be practiced in twos, threes, fours, and fives - using any kind of pass. Ball may be started by any one of the players.
2. A double column formation may be used for practicing a combination of skills such as dribbling, passing, circular tackle, and drive for goal.



3. A shuttle formation may be used for dribbling, driving, fielding, and straight tackle.



Example: X1 could dribble toward X2 who would use the straight tackle to try to obtain the ball.

4. Play, using half of the field, with forwards working on passing and backfield players working on defensive skills.
5. A modified game should be played as soon as players have some degree of proficiency in basic skills.

	I	Fund.	Adv.
D. References			
1. Publications - 1, 13, 16, 25, 48, 60, 71, 72, 81, 84, 92, 116, 137, 182			
2. Audiovisuals - 10, 24, 32			
III. Evaluation			
A. Expectations of 80% of the students			
1. Demonstrates the ability in game play to field the ball with control and pass the ball, and to mark an opponent.	X	X	X
2. Dribbles the ball with correct stickwork and footwork in and out of 5 cones placed in a straight line 10' apart in ___ seconds.	40	30	25
3. Dribbles the ball from 25 yard line to edge of circle, drives for goal and scores ___ out of 5 times.	1	2	3
4. Fields the ball correctly, with control, when partner rolls ball to player ___ out of 5 times.	2	3	4
5. Uses the following dodges correctly: ___ out of 5 times			
(a) non-stick side		1	2
(b) pull-to-the-left		1	2
6. Uses the following tackles with correct form, footwork, body control and accuracy: ___ out of 5 times.			
(a) straight	1	2	3
(b) left-hand lunge	1	2	2
(c) circular	1	2	2
(d) jab			1
7. Practical application and/or written test on history, rules, terminology, and officiating technique of field hockey.	X	X	X
B. Other Tests			
1. Tournaments by teams			
2. Performance indicator chart of individual or team players			

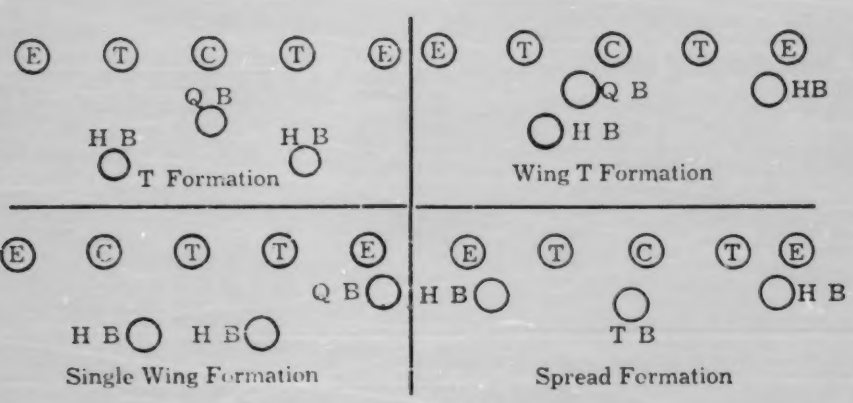
FLAG FOOTBALL

		I	II	Fund.	Adv.
I.	Objectives				
	The student:				
A.	Punts a football using a two-step approach, proper drops, and follow-through.	X	X	X	
B.	Passes a football, after taking one or more steps to a stationary receiver.	X	X	X	
C.	Place kicks a football, using a free kick and a kicking tee.	X	X		X
D.	Catches a football thrown while stationary.	X	X	X	X
E.	Catches a thrown football while running.	X	X	X	X
F.	Demonstrates passive blocking techniques keeping shoulders and legs square, arms in and head up.	X			
G.	Shows his ability to keep the blocker at arms length, demonstrating proper arm and hand placement and proper body balance.	X	X	X	X
H.	Demonstrates the 3-and 4-point stance by showing the position of the feet, back, hands and head.	X		X	
I.	Centers the ball using the long snap to another student.	X	X		X
J.	Demonstrates knowledge of rules, positions, elementary strategy by means of a written test or performance in a game situation.	X	X	X	
K.	Exhibits through practical application and/or a written test, a knowledge of the rules and techniques of officiating.				X
II.	Units				
A.	Activities (Skills)				
1.	Ball handling				
(a)	Forward pass	X	X	X	X
(b)	Centering	X	X		X
(c)	Pass receiving	X	X	X	X
(d)	Hand-offs				X
(e)	Pitch-outs				X
(f)	Punting and place kicking	X	X	X	X
(g)	Punt and kick receiving	X	X	X	X
2.	Offensive blocking (screening type)				
(a)	Line	X	X	X	X
(b)	Downfield	X	X	X	X
(c)	Pass protection	X	X	X	X
3.	Offensive formations and techniques				
(a)	Stance	X	X		
(b)	General formations	X	X	X	
(c)	Pass pattern routes	X	X	X	X
(d)	Play action passes			X	X

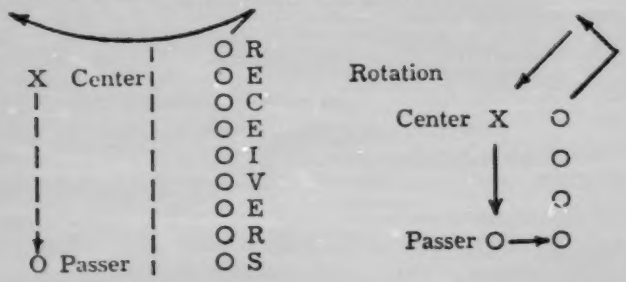
	I	II	Fund.	Adv.
4. Defensive play	X	X	X	X
5. Defensive formations				
(a) Formations	X	X	X	X
(b) Pass coverage	X	X	X	X
6. Touching and flag pulling	X			
7. Officiating techniques				X
B. Understandings				
1. History of football	X	X		
2. Terminology for basic skills and maneuvers	X	X		
3. Basic rules and their application	X	X	X	
4. Importance of each position	X			
5. Strategy and situational plays, offense and defense	X	X	X	X
6. Interpreting rules and officiating				X

C. Teaching Suggestions

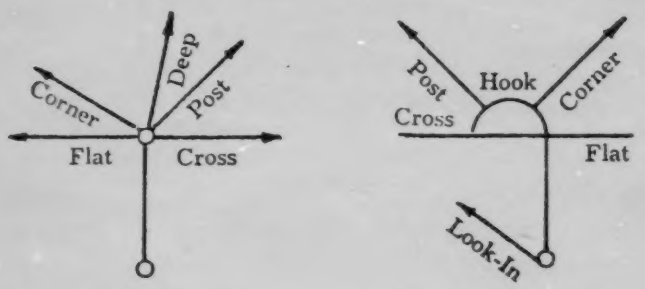
1. Discuss history and basic rules.
2. Teacher can mimeograph plays for all squads.
3. Use from six to eight boys on a squad.
4. All players are eligible to receive passes.
5. Players are not allowed to leave feet in either touching or blocking.
6. Show football film. Check with high school coach for any available local film.
7. Initiate unit by allowing students to play a controlled game. When necessary, stop game in order to discuss mistakes or rule infringements as they occur.
8. Have teams create plays that they will use in competition.
9. Allow teams to play a round robin tournament.
10. Use inflated dummies for blocking practice. They are both light and safe.
11. For passing and punting, use lead-up games such as punt and pass back. (The distance between players can vary with the development of the group, but it should be short enough to accommodate the smaller boys.)
12. For flag football, use commercial flags or use two strips of serviceable cloth at least 18 inches in length and which must hang out at least 1 inch. Please one flag on each hip.
13. With touch football, emphasis the type of touch desired.
    (a) Two-hand touch below the waist.
    (b) Two-hand touch anywhere.
    (c) One-hand touch below the waist.
14. Devise a method of running or passing for extra points, depending on the playing area.
15. Use junior-high size footballs at Level I and II.
16. Have one football for each six players or each team unit.
17. Possible formations for an eight-man team - T, wing T, single wing, spread - are diagrammed on the next page. (For seven- and six-man teams, eliminate one or both tackles.)



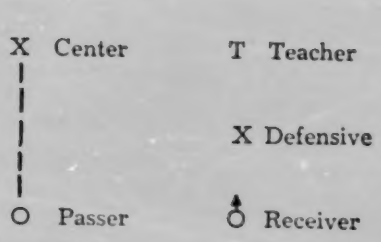
18. Number the members of a squad and rotate positions to permit a wide variety of experiences.
19. Organize a round robin schedule. Have one or two more teams than playing fields can accommodate. (Example: If two fields are available for 40 students, organize five teams of eight students each. While four teams compete on a given day, the other team is taught fundamentals byythe teacher. This allows for intensified and individual instruction that would not otherwise be possible with the whole group.)
20. To review passing, centering, and pass receiving, squads may be organized into specific formations.



21. To teach pass patterns, first walk the different routes and then have students walk the routes. Passes can be thrown to the students as they run the routes.



22. To teach defensive pass coverage (and also go to the next step of the preceding drill), place defensive man between teacher and receiver. The teacher uses hand signals to indicate which pattern the receivers should run. The defensive man attempts to knock ball down or intercept. (See next page)



D. References
1. Publications - 1, 5, 11, 14, 20, 31, 40, 79, 81, 94, 136, 146, 152, 177
2. Audiovisuals - 33, 49, 61, 89

III. Evaluation

	I	II	Fund.	Adv.
A. Expectations of 80% of the students				
1. Punts a football a distance of ___ yards	20	25	30	35
2. Passes a football, after taking one or more steps, a distance of ___yards.	20	25	30	35
3. Passes a football from a distance of 15 yards to a stationary receiver ___ out of 5 tries.	2	3	4	
4. Place kicks a football, using a free kick and a kicking tee, a distance of 15 yards.	15	20	25	30
5. Place kicks a football from a distance of 10 yards between the goal posts, ___ out of 5 tries.		1	2	3
6. Catches a football thrown directly at him from a distance of 10 yards, ___ out of 5 tries.	2	3	3	4
7. Catches a thrown football while running to a fixed point 10 yards away ___ out of 5 tries.		2	3	4
8. Demonstrates passive blocking techniques on a blocking dummy keeping shoulders and legs square, arms in and head up.	X	X	X	
9. Shows his ability to keep the blocker at arms length, demonstrating proper arm and hand placement and proper body balance.	X	X	X	
10. Demonstrates the 3- and 4-point stance by showing the position of the feet, back, hands and head.	X	X	X	
11. Centers the ball 8 yards to another player, ___ out of 5 tries.	1	2	3	4
12. Demonstrates knowledge or rules, positions, elementary strategy by means of a written test or performance in a game situation.	X	X	X	X
13. Exhibits through practical application a knowledge of the rules and techniques of officiating.				X

B. Other Tests
1. Passing for distance
2. Passing for accuracy to moving target
3. Centering for accuracy using target in gym
4. Observation of game participation and skill ability

LACROSSE

Fund.

I. Objectives

The student:

A. Shows proficiency in the fundamental skills listed under units.

B. Demonstrates ability to play all positions.

C. Shows an understanding of game strategies, and terminology relating to lacrosse.

D. Displays a knowledge of the history, rules, strategies, and terminology relating to lacrosse.

E. Exhibits a knowledge of the rules and techniques of officiating lacrosse (including timing and scoring).

F. Demonstrates emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.

II. Units

A. Activities (Skills)
1. Grip
2. Cradling
3. Footwork
4. Picking up the ball
5. Catching
6. Passing
7. Shooting for goal
   (a) Overarm shot
   (b) Underarm shot
   (c) Sidearm shot
8. Marking
9. Body checking
10. Cross checking
11. Dodging
12. Game strategy
   (a) Attack
   (b) Defense

B. Understandings
1. History of lacrosse
2. Terminology
3. Basic rules and knowledge of game
4. Purposes of various team offense and defense

C. Teaching Suggestions

Note: For maximum participation when learning skills, much of the cradling pick-ups, catching, passing, and checking and dodging can be practiced individually and in couples.

1. Circle formation of unlimited number.

Suggestions:

(a) May cradle in counter-clock wise direction and change direction, move to center and move away on signal.
(b) May weave #1's around #2's.
(c) May practice dodges as #1's clock wise and #2's counter-clock wise.
(d) May pass across circle.

2. Starting at mid-field weave cradle to designated distance from crease and shoot for goal.

Suggestions:

(a) Move distances farther away.
(b) Use goalie.
(c) Require student to dodge opponents prior to shot.
(d) Use different shots.

3. Play keep away style games emphasizing specific skills.
4. Work on half-field play offense vs defense.

D. References

Publications - 23, 100, 182

III. Evaluation

A. Expectations of 80% of the students:

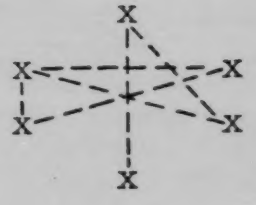
1. Picks up, while on the move, balls rolled to within reach of the crosse, 3 out of 5 times.
2. Scoops balls hand-rolled within reach of the crosse, 3 out of 5 times.
3. Cradles, in a straight line, from 20 yards to a point 10 yards in front of the goal and scores from that point while moving at a moderate speed, 2 out of 5 times.
4. Exhibits defensive techniques of marking or checking opposing players in game situations.
5. Practical application and/or a written test, on history, rules, strategies, terminology, and officiating technique of lacrosse.

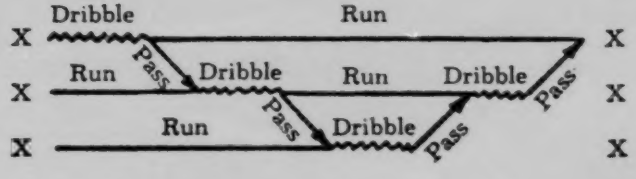
B. Other Tests

Tournaments

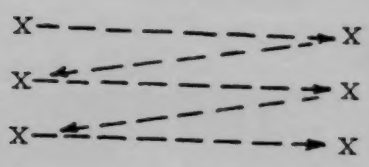
SOCCER	I	II	Fund.	Adv.
I. Objectives				
The student:				
A. Displays proper form and technique in performing the moving and stationary passes.	X	X	X	X
B. Demonstrates the ability to use the various soccer style kicks from different positions on the field.	X	X	X	X
C. Demonstrates the ability to dribble and control the ball.	X		X	
D. Executes the proper throw-in.	X		X	
E. Demonstrates the ability to head the ball.		X	X	
F. Displays the correct techniques of trapping the ball.	X	X	X	
G. Demonstrates the ability to perform at various positions.				X
H. Demonstrates knowledge of rules, positions, basic strategy, and safety procedures by means of a written test and/or performance in a game situation.	X		X	
I. Displays team work to achieve a common goal.	X	X	X	X
J. Demonstrates emotional control by displaying good sportsmanship towards teammates, opponents and officials and appreciates varied skill levels of other participants.	X	X	X	X
K. Demonstrates application of rules through officiating.				X
II. Units				
A. Activities (Skills)				
1. Dribbling				
(a) Control dribble	X			
(b) Speed dribble	X		X	
2. Passing				
(a) Stationary	X			
(b) Moving	X		X	
3. Trapping				
(a) Foot trap	X		X	
(b) Shin trap		X		
4. Kicking				
(a) Instep kick	X		X	
(b) Outside kick	X		X	
(c) Place kick	X		X	
(d) Passing	X		X	
(e) Shooting	X		X	
(f) Punting	X		X	

	I	II	Fund.	Adv.
5. Volleying				
(a) Knee			X	X
(b) Shoulder			X	X
(c) Head			X	X
(d) Foot			X	X
6. Heading		X	X	X
7. Blocking				
(a) Chest		X		
(b) Abdomen		X		
8. Tackling			X	X
9. Offensive Techniques				
(a) Position play	X	X	X	X
(b) Attacking patterns			X	X
10. Defensive Techniques				
(a) Position play	X	X	X	X
(b) Marking				X
(c) Intercepting		X	X	X
(d) Kicking defense			X	
11. Team play				
(a) Kick-off	X	X	X	X
(b) Corner kick	X	X	X	X
(c) Free kick	X	X	X	X
(d) Penalty kick	X	X	X	X
B. Understandings				
1. Definition of terms	X	X	X	X
2. Short history of game	X	X	X	X
3. Safety factors	X	X	X	X
4. Rules	X	X	X	X
(a) Violations				
(b) Fouls				
(c) Penalties				
5. Strategies				X
C. Teaching Suggestions				
1. Discussion				
2. Demonstrations				
3. Drills				
(a) Passing				
(1) Diagonal passing (See accompanying diagram.)				
(2) Long and short passes - circle formation expansion				
(3) Controlled dribble and pass receiving				



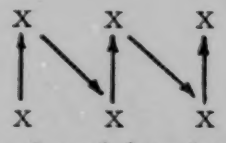


(b) Trapping
- (1) Foot (sole) stop (See accompanying diagram.)
- (2) Shin stop
- (3) Double shin stop
- (4) Stop-kick variation



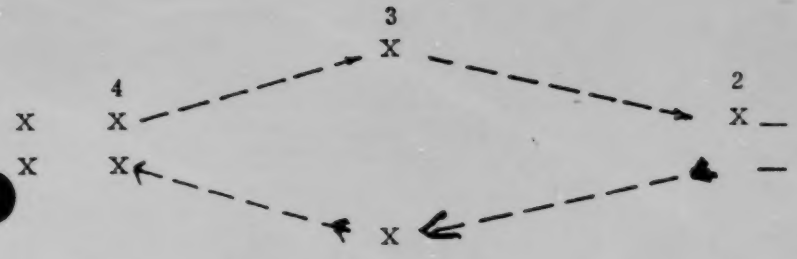
(c) Goal keeping techniques - passes
- (1) Sidearm pass
- (2) Overhead pass
- (3) Baseball throw

(d) Kicking
- (1) Place kick

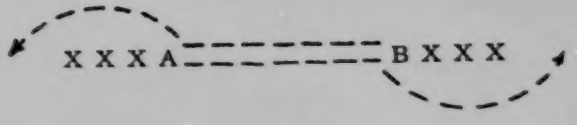


- (2) Goal kicking and goal keeping

1 - Retriever
2 - Goal Keeper
3 - Kicker
4 - Passer



(e) Controlled dribble
- (1) Slow, controlled dribble



D. References
1. Publications - 12, 29, 40, 42, 48, 78, 81, 118, 139, 155, 190
2. Audiovisuals - 13, 14, 40, 54, 81

	I	II	Fund.	Adv.
III. Evaluation				
A. Expectations of 80% of the students				
1. Kicks a stationary ball using a soccer style kick from 15 yards out and scores a goal,__ out of 5 tries.	2	3	4	4
2. Kicks a stationary ball using a soccer style kick through a goal from 18 yards out,__out of 5 times.		3	4	4
3. Demonstrates a controlled dribble for 30 yards.	X			
4. Exhibits either the foot or knee trap.	X		X	

		I	II	Fund	Adv.
5.	Executes a corner kick so that ball moves in the direction of the goal.	X			
6.	Passes with the inside or outside of the foot to a teammate 4 times in 40 yards while dribbling forward.	X			
7.	Executes the proper throw-in keeping his hands overhead and his feet on the ground.	X			
8.	Uses a controlled dribble around 3 pylons, 3 yards apart over a course 19 yards up and 19 yards back in ___ seconds.		25	20	
9.	Controls a moving ball and kicks the ball through the goal, __out of 5 times.		3	4	4
10.	Demonstrates a foot or knee trap to control a rolled ball, __out of 5 times.		2	3	4
11.	Executes the corner kick by kicking the ball to an area in front of the goal,___out of 5 attempts.		1	2	3
12.	Heads a tossed ball between 2 pylons 10 yards apart and 5 yards away,___out of 5 attempts.		1	2	3
13.	Demonstrates the accuracy of a proper throw-in by placing the ball into a 6' circle 10 yards away,___out of 5 times.		2	3	4
14.	Dribbles correctly to a point ___ yards in front of goal, kicks, and scores a goal, 3 out of 5 times.			4	10
15.	Demonstrates ability to play all positions (goalkeeper, halfback, and forward) with some proficiency.				X
B.	Other Tests				
1.	Exhibits through practical application and/or a written test a knowledge of the rules and techniques of officiating (including timing, scoring, and judging).		X		X
2.	Class tournament.	X	X	X	X

SOFTBALL	I	Fund.	Adv.
I. Objectives			
The student:			
A. Demonstrates the overhand throw by gripping the ball with fingers spread and thumb underneath, extending arm behind body with wrist cocked and elbow bent during backswing; shifting weight to front foot while swinging the throwing arm forward; pivoting on front foot and uncocking wrist with a snapping motion to release ball; following through with throwing hand pointing toward target.	X	X	
B. Exhibits the ability to catch a thrown ball by pointing the fingers of the glove upward with thumbs nearly together to catch ball above waist; pointing the fingers downward to catch a ball below the waist; allowing the hands to give toward the body when the ball makes contact with the glove; using the bare hand to secure the ball in the glove.	X	X	
C. Performs the proper techniques of fielding a ground ball in the infield by keeping the body profile low to the ground with glove fingers pointing downward; fielding the ball just inside the front foot; bending at the knees, looking ball into the glove.	X	X	
D. Shows the ability to catch a flyball by getting in ready position with feet comfortably spread and knees bent; moving quickly in line with a flyball; keeping eyes on the ball; catching the ball at approximately eye level.	X	X	
E. Displays ability in catching, throwing, and fielding by playing a definite position:			
1. fields easily handled balls, hit to a certain position			X
2. uses proper throwing form as designated by instructor or by a distance throw.			X
F. Performs the pitching techniques by standing facing the batter; bringing the ball back; stepping toward the plate with forward whipping motion of arm; releasing ball; shifting weight entirely to front foot; assuming a ready position to field the ball.	X	X	
G. Demonstrates bat selection and use, and grips the bat with hands together and fingers and thumbs wrapped around the handle.	X	X	
H. Performs the basic stance, with feet parallel to the plate and a comfortable distance apart, knees slightly flexed, and hips and shoulders facing the plate squarely.	X	X	
I. Displays the techniques in hitting a softball by taking a comfortable stance, shifting weight to rear foot; striding forward with the front foot; rotating shoulders; projecting weight forward; pivoting at the hips as the hands lead swing in front of body; keeping eyes on the ball; snapping wrist to stroke ball.	X	X	X

		I	Fund.	Adv.
J.	Exhibits correct batting stance when hitting regulation pitches thrown at moderate speed within the strike zone, into fair territory.		X	X
K.	Demonstrates the techniques used in bunting a softball by assuming a comfortable batting stance; gripping the bat firmly with the lower hand; sliding the upper hand to a point near the "Trademark" of the bat while squaring off to the pitcher; keeping the bat as level as possible; allowing bat to give upon contact with ball.		X	X
L.	Displays correct batting stance when bunting, regulation pitches thrown at moderate speed within the strike zone, into fair territory.		X	X
M.	Runs to first base after swing at home plate.	X	X	X
N.	Runs to first base after bunt at home plate.		X	X
O.	Performs basic offensive and defensive skills and basic strategies in a game situation.	X	X	
P.	Uses individual advanced skills and strategies in situational plays: pitching; sidearm throw; underarm throw; bunting; base running; playing various positions.			X
Q.	Uses advanced team skills and strategies in situational plays: backing up players; double play; run-down; relay; and stealing.			X
R.	Develops teamwork to achieve a common goal.	X	X	X
S.	Displays through application in a game situation and/or a written test, a knowledge of the rules, strategies, and terminology relating to softball, safety, and proper use of equipment.	X	X	X
T.	Exhibits, through practical application and/or a written test, a knowledge of the rules and techniques of umpiring and scoring.			X
U.	Analyzes skills and techniques in order to determine needed improvements in catching, pitching, throwing, fielding, and hitting.			X
V.	Demonstrates emotional control and attitudes of good sportsmanship toward teammates, opponents and officials.	X	X	X
II.	Units			
A.	Activities (Skills)			
1.	Throwing	X	X	X
(a)	Underhand	X		
(b)	Overhand	X		
(c)	Sidearm		X	
2.	Catching	X	X	X
(a)	Foot position	X	X	X
(b)	Hand position	X	X	X

	I	Fund.	Adv.
(c) Relaxing and giving with the ball when it is received	X	X	X
(d) Learning to use a glove		X	X
3. Fielding	X	X	X
(a) Slow balls	X	X	X
(b) Fast balls	X	X	X
(c) Ground balls	X	X	X
(d) Fly balls	X	X	X
4. Batting	X	X	X
(a) Selection of a correct bat			X
(b) Stance	X	X	X
(c) Grip	X	X	X
(d) Swing	X	X	X
(e) Follow-through	X	X	X
(f) Leaving the batter's box	X	X	X
(g) Strike zone	X	X	X
(h) Hit and run	X	X	X
(i) Bunting		X	X
(1) sacrifice		X	X
(2) base hit		X	X
5. Pitching		X	X
(a) Windup		X	X
(b) Footwork		X	X
(c) Follow-through		X	X
(d) Strike zone		X	X
(e) Rules restricting a pitcher		X	X
6. Base running			
(a) Running to first base	X	X	X
(b) Advancing bases	X	X	X
(1) On batted ball	X	X	X
(2) On fly ball	X	X	X
(3) Stealing			X
7. Playing various positions	X	X	X
8. Position play strategy			
(a) Backing up players		X	X
(b) Infield		X	X
(c) Outfield		X	X
9. Game strategy			
(a) Force play	X	X	X
(b) Tagging runner	X	X	X
(c) Double play	X	X	X
(d) Throw to lead base	X	X	X
(e) Specific player responsibility		X	X
10. Officiating skills		X	X
B. Knowledges			
1. Basic rules and terminology of softball	X	X	X
2. Safety precautions for batting	X	X	X
3. Understanding and interpreting rules for officiating			X
4. Importance of each position	X	X	X
5. Strategy of team play			X
6. Strategy of situational plays		X	X

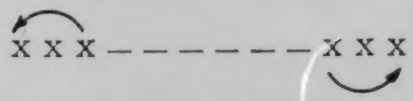
C. Teaching Suggestions/Drills

1. Teaching Suggestions
   (a) Play game
      (1) Teacher observation of skills and knowledge
      (2) Student appraisal of skills and knowledge
   (b) Skill drills
   (c) Self-testing
      (1) Throwing for distance
      (2) Target pitching
      (3) Throwing for accuracy
   (d) Interclass tournaments
   (e) Intraclass tournaments
   (f) Specific films on position play and player responsibility
   (g) Pepper

2. Organization for skill practice
   (a) Throwing, catching, fielding, pitching
      (1) Use one ball for every two students
      (2) Throwing is done on the teacher's command
      (3) Distance increases with accuracy and at the discretion of teacher
      (4) Selection of drills depends upon space and available equipment

X — — — — — X
X — — — — — X
X — — — — — X
X — — — — — X

   (b) Student receives and throws ball, then moves to back of line



   (c) Lead student throws and receives, moving left to right Then group rotates clockwise.

X X X X X X X X X X X

X Lead Student

   (d) Batting

X Fielder

X X X

Catcher Batter Pitcher

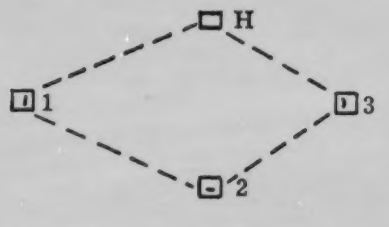
X Fielder

      (1) Use one bat and ball for every five students.
      (2) Drills should be set up with maximum participation and use of equipment
   (e) Bunting drill
      (1) Use one bat and ball for every three players
      (2) Players rotate

X X X

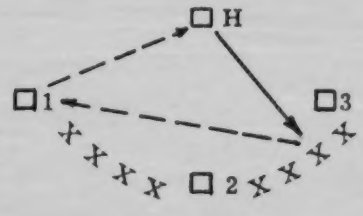
Catcher Batter Pitcher

(f) Introduce correct procedure for running the bases. (see diagram below)



(1) Run on outside edge of base line.
(2) Approximately 5 to 7 yards from each base, the base runner should make a small arch and hit the inside of the base as shown in the diagram.

(g) Introduce drills for infield play.



(1) Hit balls to eacn player. Throw to first base and home.
(2) Rotate players to each position.
(3) Select demonstration group and put them through a complete infield drill.
(4) Set up double-play practice.
(5) If possible, set up many infields with all players involved.

(h) Introduce drills for outfield play
(1) Hit ground balls and fly balls to all outfielders.
(2) Have outfielders throw to all bases.

D. References
1. Publications - 1, 6, 7, 10, 10, 33, 40, 48, 59, 62, 70, 79, 81, 100, 119, 133, 140, 174, 175
2. Audiovisuals - 4, 15, 27

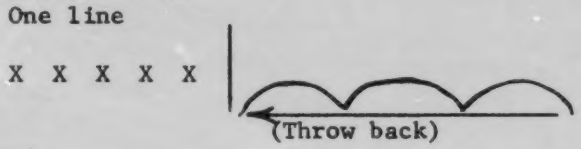
III. Testing	I	Fund.	Adv.
A. Expectations of 80% of students			
1. Catches ___ out of 5 flyballs hit by the instructor and/or skilled student.	2	3	4
2. Fields __ out of 5 balls hit by the instructor and/or skilled student.	2	3	4
3. Demonstrates ability in catching, throwing, and fielding by playing a definite position:	2	3	4
(a) fields easily handled balls, hit to a certain position ___ out of 5 times.			
(b) uses proper throwing form as designated by instructor or by distance throw.			

	I	Fund.	Adv.
4. Exhibits correct batting stance when hitting regulation pitches thrown at moderate speed within the strike zone, into fair territory, ___ out of 10 times.	2	4	6
5. Hits ___ out of 5 balls pitched within the strike zone by the instructor.	2	3	4
6. ~~Exhibits~~ correct batting stance when bunting, regulation pitches thrown at moderate speed within the strike zone, into fair territory, ___ out of 5 times.	1	2	3
7. Runs to first base in ___ seconds after swing at home plate.	6	5	5
8. Runs to first base in ___ seconds after bunt at home plate.	6	5	5
9. Displays through application in a game situation and/or a written test, a knowledge of the rules, strategies, and terminology relating to softball, safety, and proper use of equipment.	X	X	X
B. Other Tests			
1. Skills			
(a) Overhead throw for accuracy	X	X	X
(1) Five trials			
(2) Distance of 25 feet or 35 feet			
(3) Concentric circles - 9, 21, and 33 inches			
(4) Scoring			
- 10 points - outer ring			
- 20 points - center ring			
- 30 points - inner ring			
(b) Accuracy test			X
(1) Throw at a tire from a distance of 20 yards. (Tire is hanging)			
(2) Either through the tire or hitting any part of it is a successful try.			
(3) 10 tries			
(4) Suggested grading			
- 5 successful tries - A			
- 4 successful tries - B			
- 3 successful tries - C			
- Less than 3 successful tries - D			
(c) Hitting ball for distance	X	X	X
(1) Ball is thrown from batter's hand			
(2) Suggested grading by instructor			
(3) Best of 5 trials			
(d) Exhibits, through practical application and/or a written test, a knowledge of the rules and techniques of umpiring and scoring.			X
(e) Analyzes skills and techniques in order to determine needed improvement in catching, pitching, throwing, fielding, and hitting.			X
(f) Participation in tournaments	X	X	X
(1) Interclass games (Round Robin)			
(2) Intraclass games (ladder)			

SPEEDBALL	Fund.	Adv.
I. Objectives		
The student:		
A. Demonstrates a knowledge of the history, rules, basic skills and terminology of the game of speedball.	X	
B. Exhibits a knowledge of how speedball is related to basketball, soccer, and football.	X	
C. Demonstrates the correct fundamental techniques of basketball, soccer, and football skills used in playing speedball.	X	
D. Develops the proper techniques in executing the new skills of kick-up to self, kick-up to another player, and the drop kick.	X	
E. Exhibits basic knowledge of offensive and defensive strategy.	X	
F. Demonstrates the correct techniques of all the fundamental skills of speedball.		X
G. Uses individual skills to create good team play.		X
H. Displays offensive and defensive strategy in each player's position.		X
I. Exhibits a knowledge of the rules and techniques of officiating.		X
J. Demonstrates emotional control and attitudes of good sportsmanship towards teammates, opponents and officials.	X	X
K. Shows an appreciation of the varied abilities of the other participants both skilled and unskilled.	X	X
L. Demonstrates an ability to analyze individual techniques in order to determine needed improvement.		X
II. Units		
A. Activities (Skills)		
1. Passing and catching		
(a) Sidearm	X	
(b) Overhead	X	
(c) Baseball	X	
(d) Hook	X	
(e) Chest	X	
(f) Underhand	X	
2. Soccer dribble	X	
3. Kicking		
(a) Place kick	X	

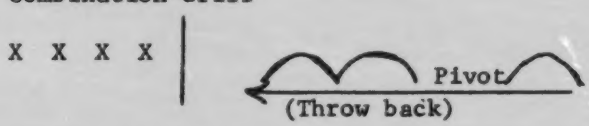
	Fund.	Adv.
(b) Punt	X	
(c) Dribbling and kicking on the run	X	X
(d) Kick-up to self, one foot, and both feet	X	X
(e) Kick-up to partner	X	X
(f) Drop kick	X	X
(g) Rolling ball pick-up		X
(h) One-foot reverse roll pick-up		X
4. Air dribble		X
5. Trapping	X	
(a) Foot trap	X	
(b) Shin trap	X	
6. Pivoting	X	
7. Blocking	X	
8. Volleying		X
9. Tie up for a jump ball	X	
10. Jump ball and tipping	X	
B. Understandings		
1. History, terminology, equipment, rules and scoring	X	
2. Proper use of each skill and when to use each to best advantage	X	X
3. Recognizing major infractions of the rules	X	X
4. Techniques of officiating.		X
5. Offensive and defensive techniques of strategy		X

C. Teaching Suggestions
1. Discussions
2. Blackboard drills
3. Refer to basketball and soccer drills for appropriate skills used in speedball
4. Air dribble drill
   (a) One line

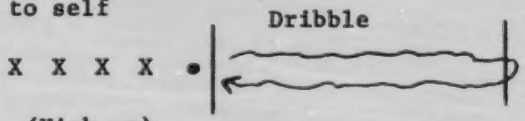


   (b) Relay

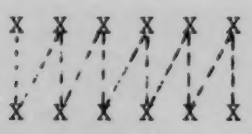
   (c) Combination drill



4. Kick-up drill
   (a) to self



	Fund.	Adv.
(b) to partner		



6. Combination drills
   Use drills to combine two, three or four skills

D. References
   Publications - 1, 29, 33, 40, 71, 72, 81, 100, 179, 182

III. Evaluation

A. Expectations of 80% of the students

1.	Using the two handed chest pass with partner, run a distance of 50' in ____ seconds.	20	15
2.	Dribbles, using correct ball control in and out of 6 pylons placed 8' apart in ____ seconds.	30	25
3.	Demonstrates proper form and technique by kicking up a stationary soccer ball successfully ____ out of 10 times.	6	8
4.	Demonstrates proper form and technique of roll up to self with a rolling soccer ball ____ out of 10 attempts.	5	7
5.	Demonstrates proper form and technique in kicking a stationary soccer ball with catchable tries to a teammate ____ out of 10 attempts.	5	7
6.	Demonstrates in a game situation the proper application of fundamental skills.	X	
7.	Drop kicks a soccer ball over a regulation crossbar from 10 yards in front ____ out of 10 tries.		7
8.	Displays through application in a game situation and/or a written test, a knowledge of the history, rules, strategy and terminology.	X	
9.	Exhibits through practical application and/or written test, a knowledge of the rules and the techniques of officiating, including scoring.		X

B. Other Tests
   1. Class tournaments
   2. Subjective evaluation during game situations

VOLLEYBALL

		I	II	Fund.	Adv.
I.	**Objectives**				
	The student:				
A.	Performs the underhand serve as characterized by extending the holding arm low across body and forward toward the side of the serving arm; transferring weight from foot on serving side to foot on holding side in completing serve; keeping the holding arm stationary; following through with serving arm toward intended direction of ball.	X	X	X	X
B.	Performs the overhead volley by keeping hands cupped, with wrists flexed and held firm, but not rigid; making contact with the tips of the fingers; following through in an upward direction to attain height to the volley.	X	X	X	X
C.	Performs the dig by starting with body in semi-crouch position; rotating and locking elbows inward; contacting ball at base of thumb and lower forearms; minimizing arm movement as body straightens after contacting ball.	X	X	X	X
D.	Exhibits the proper body mechanics of the spike by taking off with both feet; flexing knees, hips and ankles while waiting for the ball; thrusting vertically upward, with the spiking arm lifted behind the head, elbow bent upward, wrist cocked; extending elbow as body reaches maximum height and whipping arm forward; snapping wrist forcefully at moment of contact, then thrusting ball down with hand, avoiding net contact when following through.	X	X	X	X
E.	Exhibits the proper body mechanics of blocking by moving directly opposite spiking player; thrusting vertically upward with arms extended and thumbs together; holding arms and fingers firmly.	X	X	X	X
F.	Displays a knowledge of the history, rules, strategies, and terminology relating to volleyball.	X	X	X	X
G.	Displays team work to achieve a common goal.	X	X	X	X
H.	Demonstrates emotional control by displaying good sportsmanship towards teammates, opponents, and officials and appreciates varied skill levels of other participants.	X	X	X	X
I.	Gains satisfaction through participation and achievement and appreciates the social value of physical activity while developing carry-over values and skills.	X	X	X	X
J.	Exhibits the proper body mechanics of the overhead serve by facing net in a slightly stride position; tossing ball 3-4' above shoulder and slightly over to the serving arm side; swinging the serving arm backward and then high and upward to contact ball; transferring weight from one foot to the other in completing serve.	X	X	X	X

	I	II	Fund.	Adv.
K. Exhibits a knowledge of the rules and techniques of officiating volleyball (including timing and scoring).			X	
L. Demonstrates an ability to analyze individual techniques (dig, bump, overhead volley, set and serve).				
II. Units				
A. Activities (Skills)				
1. Serves				
(a) Underhand	X	X	X	X
(b) Sidearm				X
(c) Overhead			X	X
2. Volleying				
(a) Bump		X	X	X
(b) Two-hand dig			X	X
(c) One-hand dig				X
(d) Overhead set	X	X	X	X
3. Position play and teamwork	X	X	X	X
4. Spiking	X	X	X	X
5. Varied spikes				X
6. Net recovery			X	X
7. Block		X	X	X
8. Dump (tip-dunk)				X
9. Advanced strategy				X
10. Officiating			X	X
B. Understandings				
1. History, terminology, and rules and their application		X	X	
2. How to correctly perform basic skills such as dig pass, set pass to teammate, underhand serve, spike, net recovery and teamwork	X	X	X	
3. Importance of each position and its contribution to team play			X	X
4. Various types of play patterns				X
5. Knowledge and ability to interpret rules well enough to officiate			X	X
6. Appreciation of good team offensive and defensive plays				X
7. Knowledge and ability to use advanced strategy				X

C. Teaching Suggestions

1. Set up for spike

(a) Self toss set

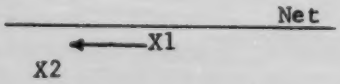
(1) Players are in pairs at net.

(2) X1 tosses ball to self and then sets ball to X2.

(3) X2 moves in and catches ball.

(4) Alternate positions after several turns.

(5) The Set should be from 3 to 5 feet above and within 3 feet of the net.



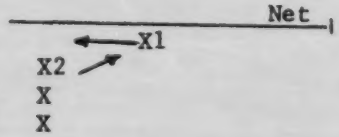
(b) Set from tossed ball

(1) X2 tosses ball to X1.

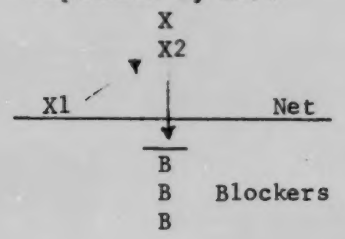
(2) X1 sets ball for X2.

(3) X2 moves in and spikes ball.

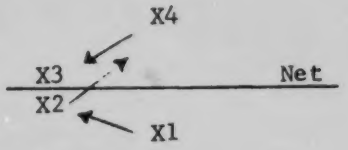
(4) Rotate set and spike lines.



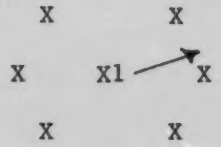
2. Block
   (a) Block and spike practice
      (1) Use a line of blockers on one side of net and a line of spikers and setters on the other side.
      (2) X1 sets from self toss.
      (3) X2 spikes ball.
      (4) B moves up to net for block.
      (4) Use several lines and rotate.



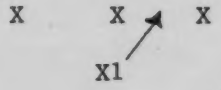
3. Dump
   (a) Same as practice for block and spike, except player dumps ball around or over block.
4. Back-line pass to setter
   (a) Four player practice
      (1) X1 tosses ball up to self and passes to X2.
      (2) X2 passes over net to X4.
      (3) X4 passes up to X3, X3 passes to X1, and so forth.
      (4) Rotate positions.



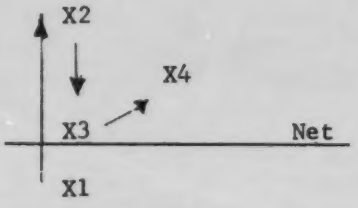
5. One-hand dig, set, bump
   a. Circle practice
      (1) Leader is in center of group.
      (2) Leader (X1) tosses ball low and to either side of any player.
      (3) Player returns ball with one-hand dig.



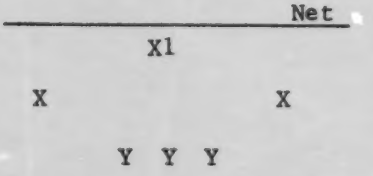
   b. Line formation
      (1) Leader (X1) faces small group.
      (2) Line players are well spaced.
      (3) X1 tosses ball low and to either side so that line players must lunge to recover with one-hand dig.



6. Team play
   a. Three-hit practice
      (1) X1 sets ball over net to X2 in back court.
      (2) X2 passes ball to setter X3.
      (3) X3 sets ball for X4 who spikes ball.
      (4) This drill presents game-like situation showing offensive advantage gained from three team plays resulting in spike.



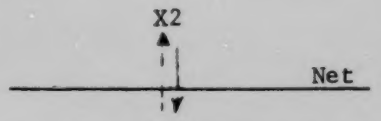
   b. Receiving serve
      (1) Try this common formation for receiving a difficult serve.
         (a) X players are front line.
         (b) X1 is designated as the setter.
         (c) Y players are back line.



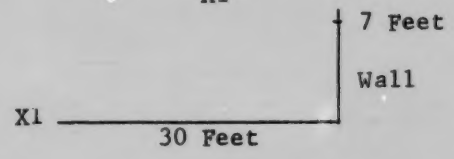
      (2) Try other formations and discuss their relative merits.

c. Floor play
(1) Stop game occasionally when ball drops to floor or when two players almost collide while attempting to play a ball; discuss possible solutions.

7. Overhead serve
a. Partner or line practice
(1) X1 serves and X2 serves back.
(2) Rotate if using lines.



b. Wall serve
(1) X1 serves ball above 7-foot wall mark from 30 feet back



D. References
1. Publications - 1, 13, 39, 40, 44, 48, 72, 81, 82, 92, 98, 99, 100, 105, 125, 144, 167, 178
2. Audiovisuals - 21, 29

III. Evaluation	I	II	Fund.	Adv.
A. Expectations of 80% of the students				
1. Performs the overhead pass test by volleying a regulation volleyball against a wall by starting 5' away, counting only those volleys that hit on or above a 10' line and completing at least ___ wall volleys in 30 seconds.	5	8	10	15
2. Completes at least ___ contacts using (bumps or digs) in a 30 second test, by tossing a ball against a wall and continuing to set it above a ten foot line.			5	10
3. Performs the underhand serve test by standing behind the regulation service line, serving underhanded into the opposite court at least ___ out of 5 attempts.	2	3	4	
4. Completes regulation serves, using an overhead form ___ out of 5 tries.			2	3
5. Performs the dig test by digging a tossed ball slightly forward and upward, attaining the regulation volleyball net height at least ___ out of 5 attempts.	1	2	3	4
6. Sets tosses from the instructor (within reach of the student) at least 8' in height and within a designated spot on the floor ___ out of 5 times.			2	3
7. Volleys legally with back to net, tosses from instructor (head high) across a regulation net and landing in the opposite court ___ out of 5 times.				3
8. Volleys legally with side to net, tosses (above waist) from instructor across a regulation net and landing in the opposite court ___ out of 5 times.				3
9. Practical application and/or a written test on history rules, terminology and officiating technique of volleyball.	X	X	X	X
B. Other Tests				
1. Tournaments				
(a) Single Elimination				
(b) Double Elimination				

(c) Round Robin
(d) Ladder

2. Check list of specific skills
   (a) Teacher checked
   (b) Student checked

ARCHERY

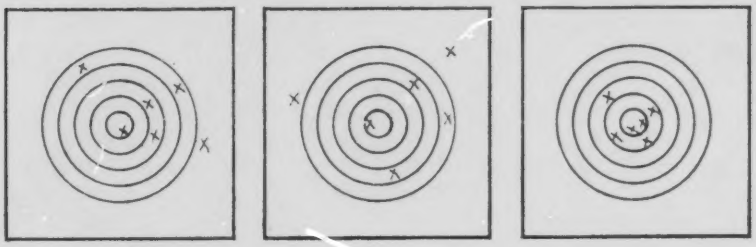
		I	Fund.
I.	Objectives		
	The student:		
A.	Strings the bow by one of the following methods:		
1.	Gripping the bow in the left hand, place the lower end of the bow against the arch of the left foot; place the right hand on the back of the bow while pulling with the left hand and pushing string into the nock with the right hand.	X	X
2.	Grasping string in left hand and bow in right hand, step right leg between bow and bow string, brace back of bow against ankle of left leg; place right hand on back of bow and pull bow forward around the body; slide string with left hand.	X	X
B.	Demonstrates the proper stance by standing with the left side of the body toward the target; (right handed archer) feet comfortably apart astride the shooting line; weight evenly distributed on both feet.	X	X
C.	Nocks the arrow by picking up the arrow with the thumb and the index fingers of the right hand, placing the arrow on the string with the odd colored feather up, with the shaft of the arrow on top of the bow, with bow parallel to the ground.	X	X
D.	Demonstrates proper finger placement by placing the first finger of the draw hand above the arrow and the second and third fingers below the arrow on the string.	X	X
E.	Demonstrates the draw showing the arm raised to shoulder height and the elbow slightly bent with the arm and elbow in direct line with the shaft of the arrow.	X	X
F.	Shows the consistency of anchor point by placing the finger near the right corner of the mouth or beneath the chin with the thumb lowered so that it hooks under the jaw bone.	X	X
G.	Demonstrates the release by extending the fingers slowly and smoothly, without allowing hand to move forward.	X	X
H.	Follows through by holding left and right arms in position until the arrow strikes the target.	X	X
I.	Exhibits the correct preferred stance and proper form in all phases of shooting: bracing, nocking, hooking, raising bow, drawing, anchoring, releasing, following through, and retrieving.	X	X
J.	Adjusts point of arm and sight according to distance from target.	X	X
K.	Determines point-of-arm or sight method in such a manner as to hit the target successfully.	X	X
L.	Removes arrows from target correctly.	X	X
M.	Shows improvement in accuracy through improved scores in varied specified rounds.	X	X

		I	Fund.
N.	Answers correctly the questions on a written test indicating knowledge of rules, terminology, and scoring.	X	X
O.	Demonstrates knowledge of safety procedures related to archery.	X	X
P.	Practices proper care of equipment.		X
Q.	Gains satisfaction through higher level of achievement, growth and participation.		X
R.	Displays knowledge of varied types of archery: clout shooting, archery golf, and field archery.		X
S.	Analyzes individual skills in order to determine needed improvements.		X
II.	Unit		
A.	Activities (Skills)		
1.	Stringing and unstringing bow	X	X
2.	Stance	X	X
3.	Grip	X	X
4.	Nocking	X	X
5.	Drawing	X	X
6.	Anchoring	X	X
7.	Aiming	X	X
8.	Releasing	X	X
9.	Follow-through	X	X
10.	Correcting	X	X
11.	Sight shooting	X	X
12.	Point of aim	X	X
13.	Analyzing errors and making appropriate suggestion		X
B.	Understandings		
1.	Contributions archery makes to worthy use of leisure time.	X	X
2.	Selection and use of equipment	X	X
3.	Terminology	X	X
4.	Safety rules and precautions	X	X
5.	Scoring	X	X
6.	Correct removal of arrows from target	X	X
7.	Proper care of equipment		
8.	Knowledge about clout shooting, wand shooting, archery golf, and field archery.		X
9.	Tournaments		
(a)	Junior Columbia Round		X
(b)	Chicago Round		X

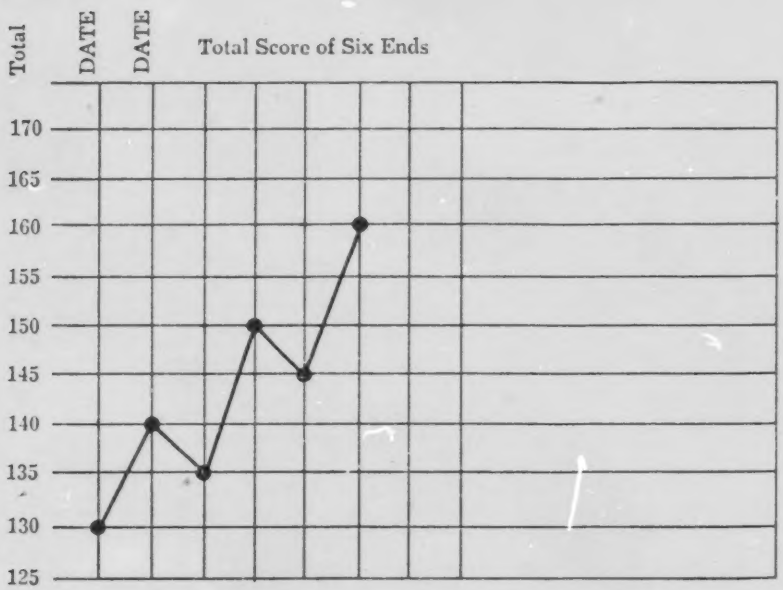
C. Teaching Suggestions

1. Introducing the activity
   (a) Demonstrate of shooting by teacher or experienced archer
   (b) Demonstration and explanation of use of tackle
   (c) Explanation of safety rules before students are permitted to handle equipment

2. Organization for drills:
   (a) The semicircle is effective for demonstration not involving actual shooting.
   (b) Squad formation is most efficient for mimetic drills and actual shooting.
      (1) Mark off definite shootling lines, indicating exactly where each squad is to stand. It is recommended that all shooting in Level I be limited to 10-30 yards. Distances for fundamental could be 30-50 yards if skill warrants.
      (2) Leave sufficient space between each archer on shooting line.
      (3) Number each target. Two or three pupils may shoot at one target.
      (4) Squad leaders should assign a number to each pupil so rotation in squad will be efficient.
   (c) Motivational procedures
      (1) Mimeographed material on such things as archery terms
      (2) Bulletin board displays
      (3) Demonstration by skilled archer
      (4) Daily top scores posted
      (5) Arrow Placement Chart



   (d) Progress Chart



(Total scores indicated on chart should be selected according to ability of group.)

D. References
1. Publications - 1, 2, 48, 72, 100, 112, 131, 159, 168, 169, 182
2. Audiovisuals - 2, 25, 45, 60

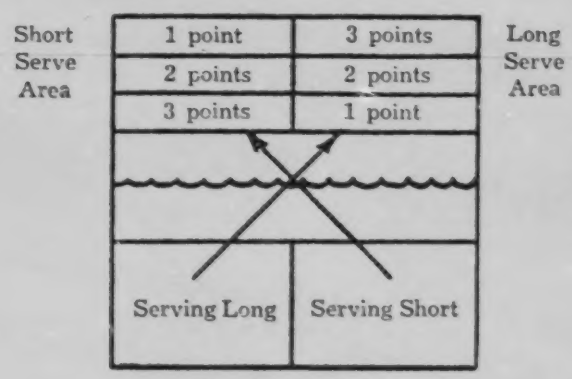
III. Evaluation	I	Fund.
A. Expectations of 80% of the students		
1. Demonstrates the ability to score ___ points by shooting at a standard 48" target, using a scale of 9-7-5-3-1 with 9 being the center ring, shooting from a distance of 10 yards, and shooting 12 arrows.	16	25
2. Determines point-of-aim or sight method in such a manner as to hit the target 80% of attempts at 10 yards; 70% of attempts at 20 yards; 60% of attempts at 30 yards.	X	
3. Determines point-of-aim or sight in such a manner as to hit the target scoring area 50% of attempts at 30, 40, and 50 yards.		X
4. Tournament experiences (a) Team shoot (b) Junior Columbia Round (c) Chicago Round (96 arrows at 20 yards - 18-inch target face) Modify to 48" target face and the number of arrows shot.		X
5. Demonstrates a knowledge of rules, scoring, and terminology of archery by means of participation and/or a written test.	70%	80%
6. Analyzes individual and other students skills and techniques in order to determine needed improvements.		X
B. Other Tests		
1. Utilize progress chart, marked in red, of the daily scores of each student and kept by each student.	X	
2. Analysis form using technique chart based upon the correct shooting fundamentals used by each partner to check the other. Score one point for each fundamental done correctly, none for those incorrectly performed.		X

BADMINTON

		Fund.	Adv.
I.	Objectives		
	The student:		
A.	Uses basic strategy in the singles and doubles game.	X	
B.	Demonstrates the proper racquet grip.	X	
C.	Serves successfully using the short low serve and the high deep serve.	X	
D.	Exhibits the skill required to stroke the bird into the opponent's playing area using the forehand stroke.	X	
E.	Performs the proper skills required to stroke the bird into the back 4' of the opponent's playing area using the high clear shot.	X	
F.	Uses the skills required to stroke the bird into the opponent's playing area using the backhand stroke.	X	
G.	Displays through application in a game situation and/or a written test knowledge of rules and terminology.	X	X
H.	Practices emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.	X	X
I.	Uses advanced skills and strategy in the singles and doubles game: - drop shot when opponent is playing deep - serving to the opponents backhand - high clear shot when opponent rushes the net		X
J.	Utilizes the proper skills required to stroke the bird into the opponent's playing area using the drop shot.		X
K.	Shows the control necessary to stroke the bird into the opponent's playing area using the hairpin shot.		X
L.	Analyzes other students' skills and techniques in order to determine needed improvements: - court position - footwork - arm position in different strokes - serving techniques		X

	Fund.	Adv.
II. Units		
A. Activities (Skills)	X	
1. Grip	X	
2. Footwork, including ready position and movement on court	X	
3. Serve	X	
4. Strokes		
(a) Forehand	X	
(b) Backhand	X	
(c) High clear (overhead, underhand)		X
(d) Modified drop shot		X
5. Service placement and varying serve		
(a) Short and low		X
(b) High and deep		X
6. Smash	X	
7. Overhead and underhand drop	X	
8. Hair pin		X
B. Understandings		
1. Simplified rules for scoring singles and doubles.	X	
2. Proper terminology for badminton maneuvers.	X	X
3. Basic strategy		
(a) Side by side	X	
(b) Up and back	X	
(c) Serving and receiving short and long serves	X	

C. Teaching Suggestions
1. Bulletin boards
2. Filmstrips
3. Demonstration of basic techniques by skilled players.
4. Class tournaments or intramural tournaments on graded levels.
5. Grip - Use teacher demonstration, imitation, and checking.
6. Footwork - Use group formation with teacher in front. Place feet by imitation - pivot - return to starting position. Vary with side steps and return to center court. The ready position is maintained after forehand and backhand stroke.
7. Serve (short) - Have four players on a court; two serve at a time, right so right and left to left. Let bird drop to determine whether serve is good. After 10 serves, receiver becomes server. Rotate to opposite court to each player gets practice serving to both right and left courts. Give individual help to those having trouble.



Service Drill Chart

8. Strokes
   (a) Forehand - Volley with partner, using proper grip and attempting to put side to net. As skill develops, attempt to place first to forehand side, then to backhand of partner.
   (b) Backhand - Have four players on a court, each person volleying with the person directly opposite.
   Note: Material on the forehand and backhand strokes was taken from Beginning Badminton by Friedrich and Rutledge. Refer to this book if more detailed information is desired.
   (c) High clear - Volley with four players on a court, attempting to keep the bird well back on the court. Start with one bird for the four players; as they acquire more skill and accuracy, let each two play with one bird. Work on accuracy. Attempt to introduce more wrist action to the stroke. Check performance by having class let bird drop to see if it lands near the end court line.
   (d) Modified drop shot - Have four players on a court, using two birds. Each player works with player opposite. Player sets bird to partner who tries to return bird close to the net in the forecourt of partner. Let bird drop to check accuracy.

D. References
   1. Publications - 1, 13, 48, 72, 81, 92, 100, 113, 132, 160, 170, 182
   2. Audiovisuals - 3, 46

III. Evaluation	Fund.	Adv.
A. Expectations of 80% of the students		
1. Demonstrates a proper badminton serve into the proper court ___ out of 10 times.	5	7
2. Uses basic skills and strategy in the singles and doubles game.	X	X
3. Demonstrates the proper racquet grip using the correct form and techniques.	X	X
4. Serves successfully into the front 4' of serving area using the short and low serve, ___ times in 10 times.	3	5
5. Serves successfully into the back 4' of serving area using the high and deep serve, ___ times in 10 times.	3	5
6. Exhibits the skill required to stroke the bird into the opponent's playing area using the forehand stroke, ___ out of 10 times.	5	7
7. Performs the proper skills required to stroke the bird into the back 4' of the opponent's playing area using the high clear shot, ___ out of 10 times.	4	6
8. Uses the skills required to stroke the bird into the opponent's playing area using the backhand stroke, ___ out of 10 times.	4	6
9. Demonstrates a knowledge of rules, scoring and terminology of badminton by means of participation and/or a written test.	X	X

B. Other Tests
   1. Performs the high, clear test (over) - Basic test with partners (standing in the center of the court) setting 10 birds high. Person being tested attempts to return bird with an overhead high clear which must land within 4 feet of end line.
   2. Keep count of successful drives over the net while birdie is in play for 30 seconds.
   3. Evaluation by the teacher of class play.
   4. Record results of class games and/or tournaments.
   5. Demonstrates ability to keep score.

BODY MECHANICS

I. Objectives

Fund.

The student:

A. Understands and appreciates the values of good posture as they relate to appearance and proficiency in a wide variety of experiences.

B. Develops an understanding of the important principles of movement as they relate to daily life skills.

C. Appreciates the value of exercise in conditioning, posture, relaxation, and weight control.

D. Uses exercise in coordination with diet to maintain desired body proportions.

E. Displays a knowledge of an exercise and diet program, its purpose, and how to construct such a program.

F. Develops an understanding of the importance of adjusting the program if the individual is not progressing toward the desired body proportions.

G. Gains satisfaction through achievement in exercise, growth, and participation.

II. Unit

A. Activities (Skills)
   1. Posture
      (a) Standing
      (b) Walking
      (c) Sitting
      (d) Running
      (e) Jumping
      (f) Hopping
      (g) Landing
      (h) Pushing and pulling
      (i) Stooping, lifting, and carrying
   2. Exercise
      (a) For fitness
      (b) For conditioning
         (1) Muscle tone
         (2) Flexibility
         (3) Endurance
         (4) Coordination
         (5) Strength
         (6) Relaxation
      (c) For figure control

B. Understandings
   1. Weight control
      (a) Proper nutrition
      (b) Diet plans
      (c) Individualized diet program

2. Specific exercise areas
   (a) General conditioning
   (b) Concentration on a particular body part
3. Postural fitness
   (a) Correction of faulty posture
   (b) Prevention of injury
   (c) Proficiency in activity
   (d) General appearance

C. Teaching Suggestions
1. Discussion
2. Demonstrations
3. Variety of exercise programs
   (a) Yoga
   (b) Universal gym
   (c) Club 15
   (d) Jogging
   (e) Recreational activities
   (f) Combatives
   (g) Isometric
4. Class projects and reports

D. References
1. Publications - 17, 26, 28, 81, 127, 138, 150
2. Audiovisual - 59, 86, 87

III. Evaluation

A. Expectations of 80% of the students
1. Displays, through practical application and/or a written test an understanding of the exercise and diet program, its purpose, and how to construct such a program.
2. Demonstrates the ability to construct a personal exercise program.
3. Analyzes skills and techniques in order to determine needed improvements in types of exercise and body parts needing improvement.
4. Utilizes fundamentals of correct posture to improve and/or maintain proper body alignment.

B. Other
1. The Iowa Posture Test including subjective estimates of posture while a student is doing such things as walking, sitting, getting up from a chair, or carrying a heavy object. The description of this test (or modifications usually called "functional" posture tests) may be found in test and measurement books such as Tests and Measurements in Health and Physical Education by McCloy and Young.
2. Plumb-Line Test is a static or standing posture test. The concept of this test (also called straight-line test or gravity-line test) can be used with a vertical line on a mirror, silhouettes or pictures, window pole or straight stick, grid background, or other variations.
3. Wall Test is also used to evaluate static or standing posture. This test (standing with back to the wall and feet about 6 inches from the wall so that buttocks, upper back, and head touch wall) is an excellent exercise to help develop the feeling of the correct position of head and shoulders.
4. Pictures taken by camera to show before-after visual evaluation.

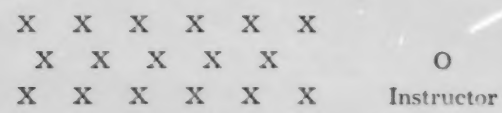
BOWLING

	I	Fund.	Adv.
I. Objectives			
The student:			
A. Displays proper techniques of the grip and stance: by lifting the ball with both hands, to a comfortable position, gripping the ball with the thumb and two middle fingers, and standing with feet and shoulders facing the pins.	X	X	X
B. Exhibits good form in the approach, delivery, release, and follow-through: by pushing the ball away; dropping the ball to the side and swinging it back, and releasing it while keeping the wrist straight and the body low.	X	X	X
C. Releases the bowling ball out in front of body and lays, not drops, ball on lane.	X	X	X
D. Demonstrates the ability to perform the hook delivery.		X	X
E. Utilizes either the pin or the spot techniques by rolling ball at given spot or at given pin.		X	X
F. Demonstrates the knowledge of spare conversions by rolling the ball cross alley or head on.		X	X
G. Displays the ability of scoring and terminology by using a work sheet.	X	X	X
H. Displays through practical application in a game situation and/or a written test, a knowledge of the history, rules, etiquette and terminology.	X	X	X
I. Demonstrates emotional control and attitudes of good sportsmanship toward teammates and opponents.	X	X	X
II. Units			
A. Activities (Skills)			
1. Stance	X	X	X
2. Grip	X	X	X
3. Approach	X	X	X
4. Delivery	X	X	X
(a) Straight ball	X	X	X
(b) Hook ball		X	X
5. Aim			
(a) Pin bowling	X	X	X
(b) Spot bowling		X	X
(c) Line bowling		X	X
6. Spare conversions			
(a) Emphasis-spot bowling	X	X	
(b) Emphasis-cross alley approach		X	X
B. Knowledge			
1. Selection of equipment	X		
2. Etiquette	X		

	I	II	Fund.	Adv.
3. Scoring	X			
4. Terminology	X			

C. Teaching Suggestions

1. Basic skills can be presented in the gym if lanes are not available.
   (a) Mark lane areas with tape or with tumbling mats.
   (b) Use rubber playground balls or softballs.
   (c) Use plastic pins or Indian clubs.
   (d) Ask commercial bowling lanes to assist. (Many times bowling proprietors are willing to lend equipment and help set it up.)
2. Lead up with novelty games such as duckpins, candlepins, skittles, or improvised equipment.
3. Make assignments to observe and report on skilled performance as seen on TV or in commercial lanes.
4. Check lists are used by students to evaluate skill of classmates.
5. Conduct any or all of the following tournaments:
   (a) Straightaway
   (b) Handicap
   (c) Mixed doubles
   (d) Scotch doubles
6. Delegate more responsibility to class leaders.
   (a) Have captains compute team handicaps.
   (b) Have individuals assist in skill evaluation.
   (c) Have individuals assist in reviewing scoring.
7. Keep individual records of scores to note improvement and to help learn to compute averages.
8. Approach and delivery
   (a) No equipment (class follows instructor)
      (1) Drill on step pattern only.
      (2) Add arm movement.



9. Delivery - with and without a target
   (a) Divide class into equal number of squads. Squad I faces squad II, III faces IV, etc. A approaches and delivers to B while C watches A to give suggestions. A then goes to end of squad I while B delivers to C with D giving hints. Process is repeated until entire squad has opportunity to deliver.

   (b) Organization same as above, but add lines to mark width of improvised lanes. Lanes can be marked with tape.
   (c) Use same organization, but add targets (duckpins or plastic pins).
      (1) Practice aiming at just the 1, 3; then 1, 2, 3. Add pins as skill improves. To adjust for individual improvement, a different number of pins can be set up at different stations.
10. Spare conversions
   (a) Use same organization. Set up common spare leaves and practice spotting and delivering for specific leaves. Those recommended are: 5-1, 2, 5-1, 3-7-10-4, 7-6, 10-5, 7, 8-3,9.

	I	Fund.	Adv.
III. Evaluation			
A. Expectations of 80% of the students			
1. Uses proper bowling technique to hit a specified pin or spot ___ out of 5 times.	1	2	3
2. Makes the following spare conversions ___ out of 5 times:			
(a) 2-7-8	1	2	3
(b) 4-7-8	1	2	3
(c) 2-4-7	1	2	3
(d) 4-7-10		1	2
3. Scores ___ in a regulation ten pin bowling game.	80	100	120
4. Demonstrates a knowledge of rules, scoring, terminology of ten-pin bowling by means of participation and/or a written test.	X	X	X
B. Other Tests			
1. Tournaments			
(a) Individual			
(b) Team			
2. Improvement of average			

CAMPING	Fund.	Adv.
I. Objectives		
The student:		
A. Demonstrates proper handling, with safety precautions, the jackknife, sheath knife and hand axe.	X	
B. Builds campfires, including selecting site and choosing kindling.	X	
C. Exhibits basic skills in outdoor cooking by using aluminum foil, green stick, frying pan, and tin can.	X	
D. Pitches tent in a good site, on high ground, using the wilderness umbrella, or wall-type tents.	X	
E. Uses compass to follow a set course.	X	
F. Acquires an appreciation of natural resources; water, trees, and soil.	X	
G. Recognizes poisonous plants and snakes.	X	
H. Practices basic first aid measures.	X	
I. Exhibits an understanding of the basic techniques of packing own equipment for a day camping or hiking trip.	X	
J. Demonstrates with proper technique the square, sheet-bend, clove-hitch, half-hitch, bowline and sheepshank knots.		X
K. Displays skills in the use of a hand axe including: cutting a log, splitting a log, limbing a tree, and sharpening a stake.		X
L. Learns camp songs and joins in group singing.	X	
M. Exhibits leadership ability by organizing and conducting a hike or overnight trip, including planning menus, arranging transportation, determining equipment needed, and packing.		X
II. Units		
A. Activities (Skills)		
1. Toolcraft--proper handling of equipment		
(a) Knives		
(1) Jackknife--use of various blades including can opener	X	
(2) Sheath knife	X	

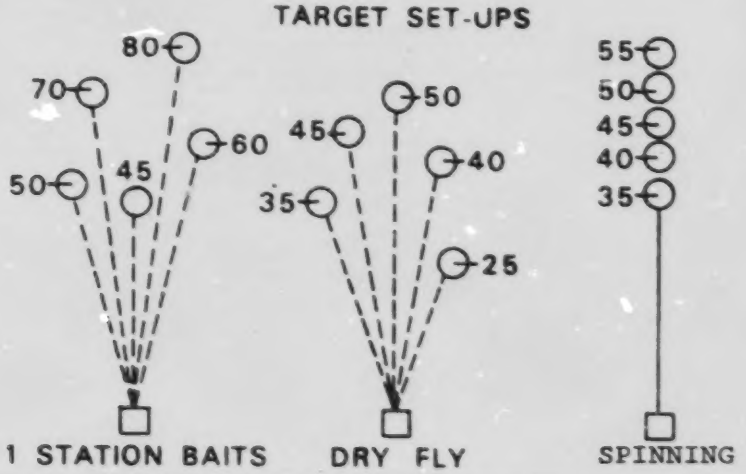
	Fund.	Adv.
(b) Axes--hand axe		
(1) Cutting a log	X	
(2) Splitting a log		X
(3) Limbing a tree		X
(4) Sharpening a stake	X	X
(5) Camp axe	X	X
2. Fire building		
(a) Selection of site	X	
(b) Selection of wood--tinder, kindling, and firewood	X	
(c) Conservation factors		
(1) Extinguishing fires	X	
(2) Leaving fire area	X	
(d) Making a fire with wet wood	X	
3. Outdoor cookery		
(a) Aluminum foil	X	
(b) Green-stick	X	
(c) Frying	X	
(d) Reflector oven		X
(e) Tin can	X	
4. Shelters		
(a) Selection of site	X	
(b) Pitching tents		
(1) Wilderness tent	X	
(2) Umbrella tent	X	
(3) Wall tent	X	
(c) Striking the tent	X	
(d) Improvising shelter from tarps	X	
5. Ropecraft		
(a) Whipping		X
(b) Making knots for specific purposes		X
(1) Square		X
(2) Sheet-bend		X
(3) Clove-hitch		X
(4) Half-hitch		X
(5) Bowline		X
(6) Sheepshank		X
(c) Lashing		
(1) Square		X
(2) Continuous		X
6. Song leaders		
(a) Learning camp songs	X	
(b) Leading a group in singing		X
7. Orienting		
(a) Finding a bearing on a compass		X
(b) Following a set course		X
8. Leadership--experience in organizing and conducting a hike or overnight trip		
(a) Planning menus and food needed		X
(b) Planning transportation		X
(c) Determining equipment needed		X
(d) Packing	X	X

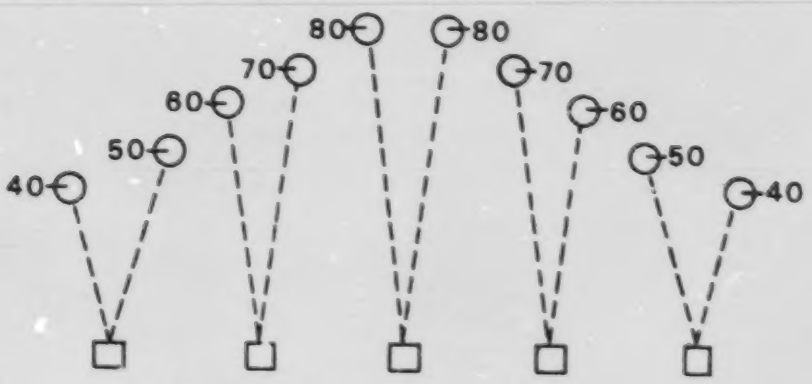
	Fund.	Adv.
B. Understandings		
1. Types of camping		
(a) Personal	X	
(b) Organizational		X
(c) Family		X
2. Values of camping		
(a) Individual development	X	
(b) Group responses		X
(c) Economic		X
C. Teaching Suggestions		
1. Discussions		
2. Demonstrations		
3. Practice		
D. References		
1. Publications - 67		
2. Audiovisuals - 8		
III. Evaluation		
A. Expectations of 80% of the students		
1. Uses tools properly for collecting wood and building a campfire.	X	
2. Exhibits ability to cook ones' own meal over open fire.	X	
3. Selects an acceptable site and pitches a tent.	X	
4. Demonstrates the ability to follow a set course.	X	
5. Demonstrates the ability to tie the following knots: square sheetbend, clove-hitch, half-hitch, bowline, sheepshank.		X
6. Cooks for a group on an open fire.		X

CASTING	Fund.	Adv.
I. Objectives		
The student:		
A. Demonstrates basic skills of spin casting (proper grip and stance, aim cast and retrieve).	X	
B. Demonstrates basic skills of bait casting (proper grip and stance, aim cast and retrieve).	X	
C. Demonstrates basic skills of fly casting (proper grip and stance, aim cast and retrieve).		X
D. Demonstrates basic skills of spinning (proper grip and stance, aim cast and retrieve).		X
E. Develops a knowledge of safety, terminology, and care of equipment.	X	X
F. Exhibits emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.	X	X
G. Gains an appreciation of the varied abilities of the other participants, both the skilled and the unskilled.	X	X
II. Units		
A. Activities (Skills)		
1. Spin casting		
(a) Grip	X	
(b) Stance	X	
(c) Aim	X	
(d) Cast	X	
(e) Retrieve	X	
2. Bait casting		
(a) Grip	X	
(b) Stance	X	
(c) Aim	X	
(d) Cast	X	
(e) Retrieve	X	
3. Fly casting		
(a) Grip		X
(b) Stance		X
(c) Aim		X
(d) Cast		X
(e) False cast		X
(f) Roll cast		X

	Fund.	Adv.
4. Spinning		
(a) Grip		X
(b) Stance		X
(c) Aim		X
(d) Cast		X
(e) Retrieve		X
B. Understandings		
1. History of fishing, common terminology, rules, and scoring	X	X
2. Selection, care, and use of equipment	X	
3. Feeding habits and habitats of common fish		X
C. Teaching Suggestions		
1. Discussion		
2. Demonstration		
3. Reminder signs at practice area		
4. Tournaments		
5. Games		
(a) Roving plug		
(b) Plug bombardment		
(c) Box the compass		
(d) Challenge		
(e) Plugolf		
6. Casting to targets using teacher-devised scoring system		

TARGET SET-UPS





III. Evaluation	Fund.	Adv.
A. Expectations of 80% of the students:		
1. Indicates a knowledge of safety, terminology, and care of equipment of a written test by answering ___ correctly.	70%	80%
2. Exhibits knowledge of the rules and techniques of judging tournament casting on a written test by answering ___ correctly.		80%
3. Displays proper technique and accuracy in fly casting by striking a 30" diameter target placed 50 feet away on the ground, ___ out of ten times.	3	5
4. Demonstrates technique and accuracy in fly casting and spinning by striking a 30" diameter target placed 35 feet away on the ground, three out of ten times.		X
B. Other Tests		
1. Bait accuracy (5/8 ounce)		
Rod - Unrestricted		
Reel - Unrestricted		
Line - Only 5/8 ounce line is to be used, but the caster has a choice of the NAACC official plug line of 4½-, 6-, or 9-pound test, or any combination of the three.		
Trace - A loop or trace of any 5/8 ounce casting line may be attached to the plug. It must not be longer than 3 inches.	X	X
Bait - Must be the official 5/8 ounce plug.		
Targets - Five targets are anchored at random on the water at distances unknown to the caster. The target nearest to the casting box must not be nearer than 40 feet or farther than 45 feet; the target farthest from the casting box must not be farther than 80 feet or nearer than 75 feet. The remaining three targets are placed at irregular intervals in the intervening space. Targets must not be bunched or placed in line with each other.		
Casting - Must be singlehand. Ten casts, two at each target, are made in the order the captain directs.		
Method of Casting and Scoring - The plug must fall within or on the target to be scored perfect. A demerit is scored for each foot orffraction of a foot that the plug falls outside the target. In case of a broken line, the cast is scored where the plug falls, except that no cast is scored unless the plug falls in front of the casting box. A penalty of one demerit is scored for each false cast over three, and such demerits are separately designated on the score-sheet. The score is determined by subtracting the number of demerits from 100 (the score for 10 perfect casts). A caster must not be given more than 10 demerits on any one cast.		
After a caster steps into the box to cast, he is responsible for the result and must accept whatever score he makes. No fouls are allowed, unless they are caused by outside interference.		

	Fund.	Adv.
2. Skish Spinning Accuracy (¼ ounce)		
Rod - Must be of standard manufacture and must have a means of retrieving line. The reel must be attached to the rod and not altered in any manner.		X
Line - The diameter must be the same from the plug to the point of attachment to the reel.		
Plug - Must not weigh more than ¼ ounce and must be the NAACC official plug or its equivalent in size and shape.		
Casting - Singlehand only.		
Scoring, Targets, Method of Casting, Determining Winners, and Deciding Ties - The same rules as for Bait Accuracy are used.		
3. Dry Fly Accuracy		
Rod length - Must not be longer than 9½ feet.		
Rod weight - Unrestricted.		
Reel - Unrestricted.		
Line - Unrestricted, but it must not be marked to indicate distances or fastened to the reel at the 50-foot mark.		
Leader - Must be a single leader of natural or artificial gut, or gut substitute, not less than 6 feet long.		
Fly - Must be the official dry fly of the NAACC and must not be oiled or treated. Only one fly attached to the leader is permitted. It may be changed and, if lost, may be replaced with another approved by the captain.		
Targets - One or more stations is used; each has five targets anchored at random on the water at distances unknown to the caster. If more than one station is used for the same targets, they are arranged, as nearly as possible, to give all casters equal distance. The target nearest to the casting box must not be nearer than 20 feet or farther than 25 feet; the target farthest from the casting box must not be farther than 50 feet or nearer than 45 feet. The remaining three targets are placed at irregular intervals in the intervening space. The targets must not be bunched or placed in line with each other. (See the diagram on the second page of this section.)		
Casting - Singlehand		
Time - Caster must complete his score within 8 minutes. The time starts when he steps into the casting box. No time out is allowed for replacing a fly or for an accident, except in a case of outside interference. A penalty of five demerits must be scored for each minute or fraction of a minute overtime.		
Method of Casting and Scoring - The caster starts with the fly in either hand and must have no length of line or leader extending beyond the length of the rod. The line is to be extended to the respective targets by stripping--in general, while the fly is in the air. After starting, the caster is permitted to hold any loose line in either hand. He then lifts the line and the leader from the water, neither stripping nor pulling the line or leader		

on the water, unless the rod is in motion, retrieving the fly. A penalty of two demerits must be scored for each improper stripping or pulling.

Whenever a fly strikes the water in front of the caster on a forward cast, it must be scored. After striking the water, the fly is left floating a few seconds; then, when the judges call "score," the line is retrieved. A penalty of two demerits must be scored each time the line is improperly retrieved before the judges call score. If the fly fails to float or sinks and then rises to the surface before the judges call score, it must be scored a sunken fly. Five demerits must be scored for each sunken fly.

Should the line, leader, or fly strike the water on a retrieve, a "tick" is scored--not a cast. A penalty of five demerits must be charged for each tick. The penalty for a tick must count during casting time either in or out of the casting box. The caster must not allow the fly to dangle and be blown over the target before dropping; a penalty of two demerits must be scored for doing so.

No cast is to be scored without a fly. Judges will notify the caster whenever they notice a fly is off. The fly must fall within or on the target to be scored perfect. For each foot or fraction of a foot that the fly falls outside the target, one demerit must be scored, but no more than 10 of these demerits are to be scored on any one cast. However, demerits for penalties must be additional. The score is determined by subtracting the number of demerits from 100 (the score for 10 perfect casts).

Penalty Demerits

Improper Strip or Pull	2
Overtime	5
Sunken Fly	5
Improper Retrieve	2
Tick	5
Improper Cast	2

DECK TENNIS

I. Objectives

The student:

A. Demonstrates proper eye focus, footwork, arm swing, hand position, and give for throwing and catching of the following techniques:
   1. Horizontal
   2. Vertical
   3. Flip

B. Throws the ring using proper techniques.

C. Catches the ring using proper techniques.

D. Displays through practical application in a game situation and/or a written test, a knowledge of the history, rules and terminology.

E. Exhibits, through practical application and/or a written test, a knowledge of the rules and techniques of officiating and scoring.

F. Utilizes techniques of game strategy in singles and doubles game situation.

G. Indicates an appreciation of the varied abilities of the other participants, both skilled and unskilled.

H. Demonstrates emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.

I. Gains satisfaction through achievement, in deck tennis ability, growth, and participation (by means of student evaluation and teacher observation).

J. Analyzes skills and techniques in order to determine needed improvements in catching and throwing with the various techniques.

K. Develops social awareness through participation in a co-educational activity.

II. Unit

A. Activities (Skills)
   1. Throwing the ring for serve and return
      (a) Hand position
      (b) Arm swings
      (c) Footwork
   2. Catching the ring
      (a) Eye focus
      (b) Hand positions for catching,horizontal, vertical, and flip throws
      (c) Give

B. Understandings
   1. History
   2. Rules, terminology, techniques of officiating and scoring, and techniques of game strategy

C. Teaching Suggestions
1. Discussion
2. Demonstration
3. Employ targets or use regulations marked courts to test accuracy in serving.
4. Rating scales or check lists for fundamental skills.
5. Practice games
6. Tournaments

D. References
Publications - 1, 13, 48, 81, 92, 102, 173, 182

I

III. Evaluation

A. Expectations of 80% of the students:
1. Catches the ring using proper techniques, ___ out of 5 times.
2. Throws the ring using proper techniques, ___ out of 5 times.

B. Other Tests
1. Displays through practical application in a game situation and/or a written test, a knowledge of the history, rules, terminology, and strategy.
2. Exhibits, through practical application and/or a written test, a knowledge of the rules and techniques of officiating and scoring.
3. Analyzes skills and techniques in order to determine needed improvements in catching and throwing with the various techniques.
4. Participation in tournaments
   (a) Ladder
   (b) Round Robin
   (c) Pyramid
   (d) Playback
5. Rating scales

FENCING

Fund.

I. Objectives

The student:

A.	Demonstrates the proper form, poise, and timing of the grip, salute, on guard position, advance, retreat, lunge, and recovery.	X
B.	Displays correct form, poise, and timing for the following attacks: engage, feint, beat thrust, disengage, cut over, riposte, compound attack.	X
C.	Displays correct form, poise and timing for the following parries: parry 4, 6, 2, and 7.	X
D.	Utilizes techniques of skills, basic strategy, safety and terminology in a bout situation.	X
E.	Practices safety procedures and etiquette in bouting.	X
F.	Displays, through application in a bout situation and/or on a written test, a knowledge of the history, rules, terminology, and techniques of judging, directing, and scoring.	X
G.	Demonstrates emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.	X
H.	Indicates an appreciation of the varied abilities of the other participants. both skilled and unskilled.	X
I.	Gains satisfaction through achievement in fencing ability, and participation (by means of student evaluation and teacher observation).	X
J.	Analyzes skills and techniques in order to determine needed improvements in salute, on guard position, footwork, attacks, and parries.	X

II. Unit

A.	Activities (Skills)	
	1. Grip	X
	2. Salute	X
	3. Guard position	X
	4. Footwork	X
	(a) Advance	X
	(b) Retreat	X
	(c) Lunge	X
	(d) Recovery from lunge	X
	(e) Fencing distance	X
	6. Defenses and attacks	
	(a) Engagement	X
	(b) Parries and guard position	X
	(c) Feint	X
	(d) Beat	X
	(e) Simple attacks	
	(1) Straight thrust	X

Fund.

(2) Disengage X
(3) Cutover X
(f) Riposte X
(g) Compound attacks X
(1) One-two

B. Understandings
1. History X
2. Safety and etiquette X
3. Terminology X
4. Rules
(a) Commands X
(b) The touch X
(c) The strip X
(d) Right of way X
5. Scoring X
6. Officiating X

C. Teaching Suggestions
1. Discussion
2. Demonstration
3. Mass Drill
4. Double line
5. Partners
6. Wall target
7. Practice bouts
8. Tournaments
(a) Single or double elimination
(b) Pyramid
(c) Round Robin

D. References
1. Publications - 48, 92, 100, 182
2. Audiovisuals - 9, 30, 31

III. Evaluation

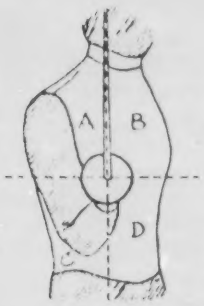
A. Expectations of 80% of the students:
1. Lunges five times at wall target and scores nine points.

6 4 3 1

(a) Concentric circles with diameters of 4", 8", 12", and 18".
(b) Student at lunge distance from target

Fund.

2. Lunges for called target area on wall diagram (shown below) and sets the point on correct area three out of five times.



A. High Outside

B. High Inside

C. Low Outside

D. Low Inside

3. Lunges at sock dropped from 6' height at wall one out of seven times. No movement from a guard position until sock is dropped.

B. Other Tests

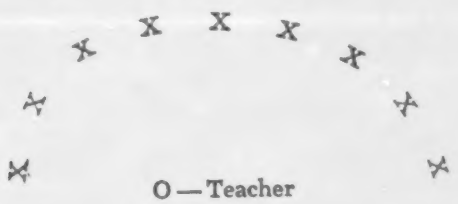
1. Displays, through application in a bout situation and/or a written tests, a knowledge of the history, rules, terminology, and techniques of officiating and scoring. X
2. Analyzes skills and techniques in order to determine needed improvements in salute, on guard position, footwork, attacks, and parries. X
3. Rating scale on form, poise, and demonstration of various skills. X
4. Participation in tournaments.
5. Duel against instructor. X

GOLF

	Fund.	Adv.
I. Objectives		
The student:		
A. Demonstrates proper stance and grip when addressing a golf ball.	X	
B. Makes proper selection of various clubs for distances and different lies as described by the teacher.	X	
C. Exhibits, while standing in a practice area, a full golf swing, using good form in the backswing, downswing and follow-through.	X	X
D. Demonstrates, while standing in a practice area, the fractional swing for the short game, using good form in the backswing, downswing, and follow-through.	X	X
E. Shows on a putting surface, using correct form, the ability to putt.	X	X
F. Analyzes individual techniques in order to determine needed improvement.		X
G. Displays through application in a game situation and/or written tests a knowledge of the history, strategy and terminology.	X	X
H. Exhibits through practical application and/or written test a knowledge of the rules and scoring.	X	X
II. Units		
A. Activities (Skills)		
1. Full swing		
(a) Grip	X	X
(b) Stance	X	X
(c) Address	X	X
(d) Backswing	X	X
(e) Downswing	X	X
(f) Follow-through	X	X
2. Irons		
(a) Medium	X	X
(b) Short	X	X
(c) Long	X	X
3. Woods		
(a) Drives	X	X
(b) Fairway		X
4. Putting		
5. Stances	X	X
(a) Closed	X	X
(b) Open	X	X
6. Placement of tee	X	X
7. Trouble shots		
(a) Uphill lies		X
(b) Downhill lies		X

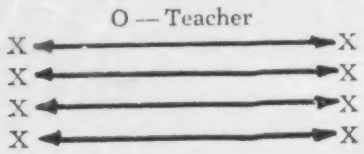
	Fund.	Adv.
(c) Rough shots		X
(d) Sand shots		X
8. Green reading	X	X
B. Understandings		
1. History, terminology, rules, scoring, etiquette, and safety precautions	X	
2. Basic course layout and object of game	X	
3. Selection of equipment	X	

C. Teaching Suggestions
1. Introducing the activity
   (a) Demonstration by an expert, possibly a local professional that could also acquaint students with existing local facilities
   (b) Free use of a driving range
   (c) Conduct a hole-in-one contest
2. Implementing the activity
   (a) Practice in partners, checking each other on form.
   (b) Establish "indoor hole" including drive, medium iron, approach, and putt, using hand balls only for the latter.
   (c) Establish "outdoor hole or holes" similar in setup to the "indoor hole."
   (d) For putting, clock golf is helpful.
   (e) Use mirror and shadow swinging, checking own form.
3. Suggested exercises for repeated drill and practice
   (a) Swinging with a weighted clubhead (jackknife suggested)
   (b) Single arm exercise, first with left arm and then with right arm
   (c) Body action drill with club held out at arm's length and parallel to ground
   (d) Figure eight swing drill - purposely bringing the club in and then swinging out to exaggerate the wrong "feeling" of a swing
4. Approaching drills for accuracy
   (a) In partners, practice chipping, using partner's club for flagstick.
   (b) In partners, pitch back and forth with plastic balls - similar to "playing catch." (See diagram for pitching practice.)
   (c) Practice pitching over badminton nets or into obstacles such as large towel buckets.
   (d) Pitch into targets with concentric circles.
5. Introduce sand greens for putting.
   (a) Establish "plastic ball" golf course on school yards.
6. Adaptation of indoor tests to outdoors, for example:
   (a) Playing of a hole, using hard balls and rotating from drive to iron to approach to putting, and changing distances to fit clubs used
   (b) Setting up more than one hole on outside field, trying to approximate game situation
   (c) Hitting over outside obstacles such as over goal posts to a specific target or green for approaching practice
7. Indoor
   (a) Introducing a new skill (indoor or outdoor)



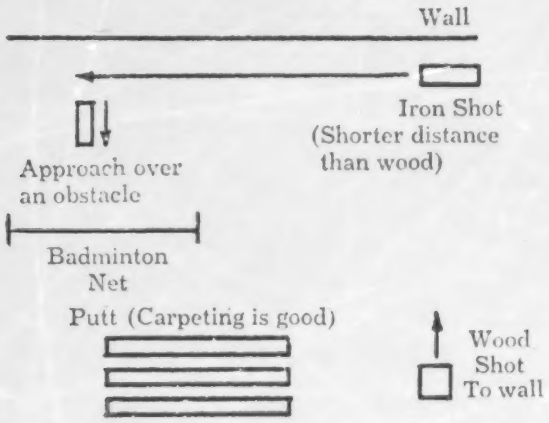
O — Teacher

(b) Use plastic balls. Teacher rotates, giving individual help on a specific skill. Pupils hit ball to each other.



(c) Same as above plus use of hard balls in driving cages hitting away from group at one end.

(d) Indoor hole (par 5)

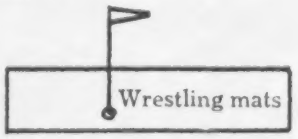


Depending on class size, begin at wood and go in a counterclockwise direction, keeping record of strokes.

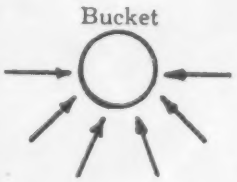
(e) Target areas for approaching

(1) Concentric circles in chalk for approaching (distance of 35-40 feet, using plastic balls)

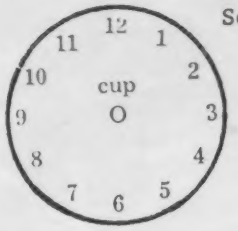
(2) Chip shots using upright buckets or waste baskets



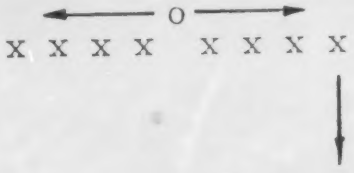
(3) Use of plastic balls and a distance of 15 feet



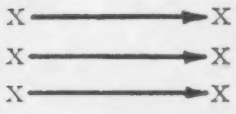
(f) Clock golf (indoors or outdoors)



8. Outdoor
   (a) Distance shots - Use hard balls, hitting 100 yards and over depending on club. Another group could be facing them if they were 200 yards or more away.

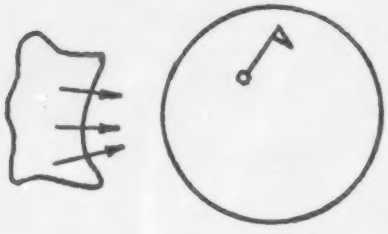


9. Organization for Skill Practice
   Note: Any of the organizational patterns from Level I, indoor or outdoor, may be used. Emphasis on Level II should be outdoors as much as possible to really get the feel of hitting a "live" ball out of the grass.
   (a) Indoor
      (1) Pitching practice - plastic balls



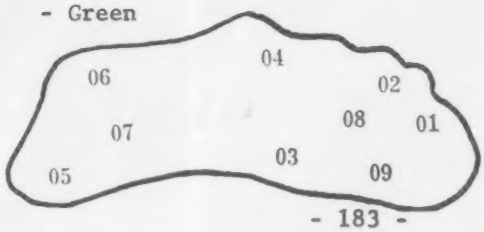
Partner "catches" 5 balls, then reverse.

   (b) Outdoor
      (1) Whenever possible, supervised play of a golf course or selected holes.
      (2) Whenever possible, practice at a club's approaching and putting green.
      - Approaching from traps



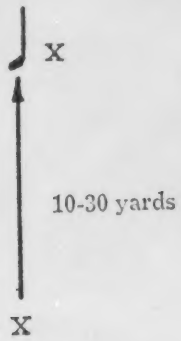
Distances would vary, depending on course.

      - Green

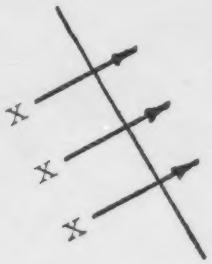


Keep record of putts. Distances would vary, depending on course.

(c) Pratice chipping (hard balls) and aiming at partner's club (flagstick).



(d) Practice hitting uphill and downhill lies. Some would be doing this while another group or squad would practice chipping and aiming at partner's club.

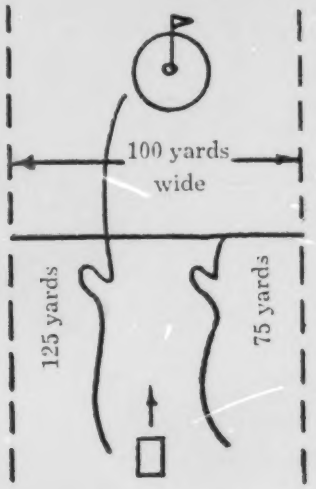


(e) Have various tournaments at local course - organization of foursomes only.

D. References
1. Publications - 1, 40, 48, 81, 100
2. Audiovisuals - 11, 35, 50

III. Evaluation	Fund.	Adv.
A. Expectations of 80% of the students		
1. Demonstrates proper form as evaluated by teacher for the following:		
(a) Stance	X	X
(b) Grip	X	X
(c) Addressing the ball	X	X
(d) Swing execution (backswing, downswing, follow-through)	X	X
(e) Selection of proper club (Instruction would have been given as to desired distance and/or objective.)	X	X
2. Display a knowledge of rules, etiquette, and terminology by means of participation and/or a written test.	X	X

	Fund.	Adv.
3. Uses woods or long irons to hit six regulation balls and scores ___ out of 12 possible points.	4	8



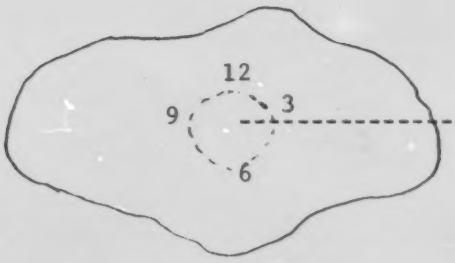
(Score two points if ball goes 125 yards in air and stays within the 100-yard fairway.)
(Score one point if ball goes 75 yards in air and stays within the 100-yard fairway.)

4. Uses the fractional swing (mid and short irons) to hit six regulation balls and scores ___ out of 30 possible points.	9	18

(Score according to markings on diagram.)

5. Uses the long lag putt to putt 12 regulation balls, 25 feet away from pin, 3 from each designated position (12, 3, 6, 9) and scores ___ out of a total 24 possible points.	10	16

(Score two points if ball within dotted circle.)



	Fund.	Adv.
6. Putts 12 regulation balls, 4 feet away from pin; 3 from each designated position (12, 3, 6, 9) and scores ___ out of a total of 24 possible points. (Score two points if ball lands in cup.)	8	14

B. Other Tests
   1. Tournaments at local course, such as:
      (a) Scotch foursome
      (b) Paired couples
      (c) Blind bogey
      (d) Numerous others
   2. "Beat-the-Pro" Day - through local course.

GYMNASTICS	I	II	Fund.	Adv.
I. Objectives				
The student:				
A. Learns the skills appropriate to the level of ability for the following areas:				
1. Balance beam	X	X	X	X
2. Uneven parallel bars	X	X	X	X
3. Parallel bars	X	X	X	X
4. Horizontal bar	X		X	X
5. Vaulting (sidehorse)	X	X	X	X
6. Vaulting (longhorse)				X
7. Side Horse		X	X	X
8. Rings			X	X
9. Tumbling	X	X	X	X
10. Floor exercise	X	X	X	X
11. Trampoline	X	X	X	X
B. Develops agility, flexibility, and sense of balance.	X	X	X	X
C. Displays an awareness and appreciation of the physical capabilities and limitations of self and others.	X	X	X	X
D. Shows creativity and initiative in the composing and performance of routines and the combining of stunts.	X	X	X	X
E. Demonstrates knowledge of rules and safety procedures relating to gymnastics.	X	X	X	X
F. Exhibits emotional control by displaying good sportsmanship towards teammates, opponents and officials.	X	X	X	X
G. Gains satisfaction through participation and achievement and an appreciation for the social value of physical activity while developing carry-over values and skills.	X	X	X	X
H. Develops an appreciation of aesthetic movement and the difficulty of performance.	X	X	X	X
I. Exhibits correct spotting techniques for skills listed in each area.	X	X	X	X
J. Demonstrates an ability to analyze individual techniques in order to determine needed improvements.				X
K. Performs skills displaying improved amplitude, balance, coordination, and continuity.				X
L. Composes and performs routines in selected areas.	X	X	X	X

II. Units	I	II	Fund.	Adv.
A. Activities (Skills)				
1. Balance beam				
(a) Mounts				
(1) Straight-arm support	X	X		
(2) Crotch-seat mount	X			
(3) Step-up			X	X
(4) Squat		X		
(5) One-knee fence	X			
(6) Straddle			X	
(7) Forward roll				X
(8) Single-leg shoot through to crotch seat				X
(9) Straddle aerial--turn to a crotch seat				X
(b) Movements				
(1) Walking forward and backward	X			
(2) Runs			X	
(3) Jumps	X	X	X	
(4) Turns	X	X	X	
(5) Balance seat	X			
(6) Front scale	X	X	X	
(7) Knee scale	X	X		
(8) One-leg squat		X	X	
(9) Straddle hold			X	X
(10) Forward/backward shoulder roll			X	
(11) Shoulder balance				X
(12) Advanced leaps				X
(13) Advanced turns				X
(14) Advanced balances				X
(15) Cartwheel				X
(16) Straddle hold, handstand				X
(17) Forward or backward roll			X	X
(18) Handstand				X
(19) Walkover				X
(c) Dismounts				
(1) Side seat	X			
(2) Crotch seat to front vault	X			
(3) Hand balance		X	X	X
(4) Round off			X	
(5) Cartwheel			X	X
(6) Aerial dismounts				X
(d) Routine	X	X	X	X
2. Uneven paralled bars				
(a) Mounts				
(1) Straight-arm support	X			
(2) Cross-seat	X			
(3) Shoot over low bar from a hang on high bar		X		
(4) Back pull-over		X	X	
(5) Flank			X	X
(6) Single leg swing up		X	X	
(7) Straddle over low bar from long hang on high			X	
(8) Front hip circle				X
(9) Kip mount				X

	I	II	Fund.	Adv.
(b) Movements				
(1) Crotch seat	X			
(2) Seat balance	X			
(3) Scale	X			
(4) Front support on high bar	X	X	X	
(5) Swan		X	X	
(6) Kick off low bar to support on high bar			X	
(7) Thigh rest		X	X	
(8) Double-leg circle over low bar		X		
(9) Stem rise			X	X
(10) Cast from high bar to pike on low bar			X	
(11) Back kick over		X	X	X
(12) Single or double leg shoot through			X	X
(13) Mill circle and variations			X	X
(14) Front or back hip circles		X	X	X
(15) Flying hip circle				X
(16) Front or back seat circle				X
(17) ½ turn underswing on high bar			X	
(18) Hip up to high bar			X	X
(19) Sole circle			X	X
(20) Straddle seat on high bar--swing to low bar				X
(c) Dismounts				
(1) Cast-off with quarter turn	X			
(2) Single-leg flank vault	X			
(3) Rear vault with quarter turn		X		
(4) Forward roll	X	X		
(5) Underswing		X		
(6) Undershoot from high bar over low bar			X	X
(7) Underswing with variations			X	
(8) Hand stand and variations				X
(9) Penny drop		X		
(10) Cut from the high bar				X
(11) Squat through from front support on low bar				X
(d) Routines	X	X	X	X
3. Parallel Bars				
(a) Mounts				
(1) Jump to a front support	X			
(2) Front mount			X	
(3) Kip from upper arm hang to support				X
(4) Kip from under bar to support				X
(b) Movement:				
(1) Swinging dips			X	X
(2) Forward roll to straddle seat			X	X
(3) Kip to straddle seat				X
(4) Backward roll to straddle seat				X
(5) Uprise front			X	X
(6) Uprise rear			X	X
(7) Shoulder balance				X
(8) "L" support				X
(9) Handstand balance				X
(10) Stutz - ½ turn swing forward				X
(11) Swing into straddle seat	X	X		
(12) Swing from the shoulders	X	X	X	X

	I	II	Fund.	Adv.
(13) Arm walk	X	X		
(14) Straddle seat walk		X		
(15) Forward roll		X	X	
(c) Dismounts				
(1) High frontal vault				X
(2) Rear vault with twist			X	X
(3) Shoulder - stand fall-off			X	
(4) Double leg cut off				X
(5) Double rear vault				X
(6) Handstand fall-off				X
(7) Swinging side dismount		X	X	X
(8) Swinging dismount	X	X	X	X
(d) Routine	X	X	X	X
4. Horizontal Bar				
(a) Grips (regular, reverse, mixed)	X			
(b) Mounts:				
(1) Front pullover			X	
(2) Front kip				X
(3) Back uprise				X
(4) Back kip rearward				X
(c) Movement:				
(1) Swing	X		X	X
(2) Single knee circle			X	X
(3) Hip circle, forward			X	X
(4) Kip circle, backward			X	X
(5) Seat circle, forward				X
(6) Seat circle, backward				X
(7) Uprise				X
(8) Kip				X
(9) Skin the cat	X			
(10) Front support	X			
(11) Crotch circle	X		X	
(12) Cast	X		X	X
(d) Dismounts:				
(1) At front of swing	X			
(2) At back of swing	X			
(3) At front of swing with variation			X	X
(4) At back of swing with variation			X	X
(5) Nock swing dismount				X
(6) Sole circle dismount				X
(e) Routine	X		X	X
5. Sidehorse Vaulting				
(a) Approaches and reuther board use	X	X		
(b) Landing	X			
(c) Knee mount	X			
(d) Squat mount	X			
(e) Wolf mount	X			
(f) Straddle mount	X			
(g) Vaults				
(1) Squat	X	X		
(2) Wolf		X	X	
(3) Flank	X	X		
(4) Rear			X	

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	I	II	Fund.	Adv.
(5) Straddle		X	X	
(6) Handspring			X	X
(7) Stoop				X
6. Longhorse				
(a) Squat				X
(b) Straddle				X
(c) Cartwheel				X
(d) Handspring				X
7. Sidehorse				
(a) Mounts				
(1) Jump to front support		X		
(2) Jump to rear support		X		
(b) Movements				
(1) Single-leg half circles		X	X	X
(2) Double-leg half circles			X	X
(3) Single-leg full circles				X
(4) Double-leg full circles				X
(5) Ordinary scissors			X	X
(6) Reverse scissors			X	X
(7) Single-leg travels			X	X
(8) High leg circles				X
(9) Double leg travels				X
(10) Rear support		X		
(c) Dismounts				
(1) Front, rear vault			X	X
(2) Front, rear vault with half twist				X
(3) Double rear			X	X
(4) German Costal off with variations				X
(5) Double shoot thru back		X	X	X
(6) Double shoot thru front		X	X	X
(d) Routine		X	X	X
8. Still Rings				
(a) Movements:				
(1) Chins			X	
(2) Inverted hang			X	X
(3) Skin the cat			X	
(4) Single leg cut off			X	X
(5) Double leg cut off				X
(6) Dislocate			X	X
(7) Inlocate			X	X
(8) Muscle up			X	
(9) Back lever				X
(10) Kip				X
(11) Shoulder balance				X
(12) L Seat			X	X
(13) Single arm cross			X	
(14) Cross				X
(b) Dismounts:				
(1) Double cut off backwards				X
(2) Cut off forward			X	X
(3) Back straddle off				X
(c) Routine			X	X

	I	II	Fund.	Adv.
9. Tumbling				
(a) Forward rolls and variations	X	X	X	
(b) Backward rolls and variations	X	X	X	
(c) Limber	X	X		
(d) Cartwheel	X	X		
(e) Headspring		X		
(f) Hurdle	X	X		
(g) Handstand roll-down		X	X	
(h) Back extension		X	X	
(i) Roundoff	X	X	X	
(j) Front handspring			X	X
(k) Back handspring			X	X
(l) Roundoff back handspring				X
(m) Front walkover		X	X	
(n) Front walkover variations			X	X
(o) Back walkover		X	X	
(p) Back walkover variations			X	X
(q) Tinsica			X	X
(r) Cartwheel variations		X	X	X
(s) Aerial cartwheel				X
(t) Aerial walkover				X
(u) Somersault				X
(v) Combined routines	X	X	X	X
10. Floor exercise				
(a) Locomotor Movements				
(1) Leaps and variations	X	X	X	
(2) Hitch kick		X	X	
(3) Chasse		X	X	
(4) Tour jete		X	X	
(5) Runs, skips, hops, slides	X	X		
(6) Aerial splits				X
(7) Jumps		X	X	X
(8) Turns			X	X
(9) Butterfly				X
(b) Balances				
(1) Ballet point		X		
(2) V-seat	X			
(3) One-leg squat	X			
(4) Lunge	X	X		
(5) Knee scale	X			
(6) Splits		X	X	
(7) Straddle lean		X		
(8) Arch up	X			
(9) Split turn		X	X	X
(10) Front scale	X	X		
(11) Swedish fall		X	X	X
(12) Arabesque		X	X	X
(13) Needle			X	X
(14) Body wave		X	X	X
(15) Attitude		X	X	X
(16) Back bend with leg lift	X			

	I	II	Fund.	Adv.
(c) Tumbling				
(1) Valdez				X
(2) Handstand variations			X	X
(3) Headstand variations		X	X	
(4) Refer to tumbling section	X	X	X	X
(d) Dance movements		X	X	X
(e) Routines	X	X	X	X
11. Trampoline				
(a) Mounting	X			
(b) Basic bounce and break	X			
(c) Seat drop	X	X		
(d) Knee drop	X	X		
(e) Swivel hips			X	X
(f) Tuck jump	X	X		
(g) Straddle jump	X	X		
(h) Couple jumping				X
(i) Pike jump		X	X	
(j) Front drop		X	X	X
(k) Back drop			X	X
(l) Bounce, full twist			X	X
(m) Knee to seat to feet	X	X		
(n) Front to seat to feet		X	X	
(o) Front to back to feet				X
(p) Back to front to feet				X
(q) Cradle				X
(r) Turntable			X	X
(s) Back somersault				X
(t) Front somersault				X
(u) Baroni				X
(v) Routines	X	X	X	X

B. Understandings	I	II	III	Fund.	Adv.
1. Importance of conditioning and warm up for each event	X	X	X	X	X
(a) Warm up properly before attempting big muscle activities					
(b) Follow a progression of skills as determined by instructor. Always work up to difficult activities by progressive steps through preliminary work.					
(c) Always insist upon a competent spotter when attempting a new skill. Also use a spotter whenever attempting a dangerous skill, even if it has previously been performed successfully.					
(d) Know what the fundamentals of proper execution are before attempting a new skill.					
(e) Never change your mind in the middle of a stunt--finish it.					
(f) Remove glasses. Do not chew gum.					
(g) Relax when falling. Try to tuck or round the body and roll.					

	I	II	III	Fund.	Adv.
(h) Wear clothing which allows for freedom of movement (leotards are preferable for girls).					
(i) Discontinue participation when overly fatigued. Recognize strengths and weaknesses and react accordingly.					
(j) Help one another to spot properly.					
2. Safety factors and spotting involved in each activity.	X	X	X	X	X
3. Proper terminology.	X	X	X	X	X
4. Appreciation of skilled performance in each activity.	X	X	X	X	X
5. Proper care of equipment.	X	X	X	X	X
6. Scoring procedures for the various activities.					X

C. Teaching Suggestions

1. Charts and check lists indicating range of skills to review, arranged in progressive order from simple to more difficult. Checking off can be done by squad leaders or by the instructor.
2. "Follow the leader" in large or small groups. Those who are unable to perform the skill should receive special help at a separate mat.
3. Utilize movies, pictures, bulletin board displays, and diagrams of skills to provide a visual image of what a skillful performance is. In gymnastics, satisfaction comes largely through quality of movement. Students need to be convinced of this.
4. Demonstrations by gymnasts from a nearby high school or college will provide an even better standard of performance.

D. References

1. Publications - 1, 24, 32, 38, 41, 43, 48, 54, 57, 58, 63, 66, 71, 81, 89, 97, 110, 111, 117, 153, 162, 186, 187
2. Audiovisuals - 1, 12, 19, 36, 37, 51, 53, 69, 70

	I	II	Fund.	Adv.
III. Evaluation				
A. Expectations of 80% of the students				
1. Performs, in presented areas, skills from the appropriate level.	X	X	X	
2. Performs one teacher-composed routine in a student-selected area using skills from Level I or higher.	X			
3. Performs routines in 2 of the areas listed below: (one teacher- and one student-composed, using some required and some optional moves).		X		
(a) Tumbling (60' strips of mats or floor exercise) 5 stunts from Level II or higher.				

	I	II	Fund.	Adv.
(b) Trampoline (6 skills from Level I. II, or higher)				
(c) Parallel bars (one mount, three movements, and one dismount) from Level II or higher.				
(d) Side Horse vaulting (2 vaults from Level II or higher)				
(e) Balance beam (1 mount, 1 dismount, 8 moves from Level II or higher)				
(f) Unevens (8 moves, 1 mount, 1 dismount from Level II or higher)				
(g) Side horse (one mount, three movements, one dismount) from Level II or higher				
4. Composes and performs a routine in 2 of the areas listed below (skills are to be selected from the fundamental or advanced listing and performed in combination):			X	
(a) Balance beam: 1 mount, 1 dismount, 8 movements				
(b) Vaulting: 2 different horizontal vaults				
(c) Uneven parallel bars: 1 mount, 1 dismount, 8 movements				
(d) Tumbling: (60' strip of mats) 6 skills				
(e) Floor exercise: 5 locomotor moves, 3 balances, 10 tumbling skills				
(f) Horizontal bar (1 mount, 3 movements and 1 dismount				
(g) Still rings (4 movements, and 1 dismount)				
(h) Sidehorse (3 movements and one dismount)				
(i) Trampoline (6 stunts from Level II, fundamental, advanced or combination of basic stunts)				
5. Performs an optional routine or vault in two of the events below, meeting the requirements listed:				X
(a) A balance beam routine of 45-60 seconds in length including at least 1 mount, 1 dismount, and 7 movements as listed in fundamental and advanced balance beam.				
(b) Two vaults from fundamental and advanced vaulting in a horizontal or layout position.				
(c) An uneven parallel bars routine including at least 1 mount, 1 dismount, and 8 movements as listed in fundamental and advanced uneven parallel bars.				
(d) A tumbling routine of 2 runs, on a regulation mat, including 10 of the skills listed in fundamental and advanced tumbling.				
(e) A floor exercise routine of 60-90 seconds in length, to music, including 6 locomotor movements, 4 balances, (1 handstand variation), and tumbling skills as listed in fundamental and advanced floor exercise.				
(f) Horizontal bar routine of fundamental and advanced skills including one mount, 4 movements, and one dismount.				
(g) Trampoline routine consisting of 10 contacts (at least 5 stunts from fundamental and advanced levels).				

	I	II	Fund.	Adv
(h) Parallel bars routine including one mount, 5 movements, and one dismount from the fundamental and advanced levels.				
(i) Still rings routine consisting of four movements and a dismount from the fundamental or advanced levels.				
(j) Side horse routine consisting of a mount, movements, travels, and a dismount selected from fundamental or advanced levels.				
(k) Two long horse vaults from the fundamental and advanced levels.				
B. Other Tests				
1. Short competitive routines of apparatus events, in class meet, judged on point basis by class members or the instructor.				
2. Subjective rating of individual progress during the unit, considering individual differences in body build and ability.				
3. Observation of knowledges during class participation.				
4. Check-listing of separate skills				
(a) Self-checked				
(b) Teacher-checked				
5. Written tests to determine individual knowledges and attitudes				
6. Observation of spotting techniques.				

HANDBALL

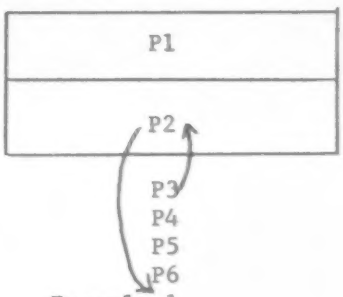
	Fund.	Adv.
I. Objectives		
The student:		
A. Develops a knowledge and understanding of the rules, history, and terminology of the game.	X	X
B. Displays basic fundaments and skills essential to participate.	X	
C. Demonstrates an ability to analyze individual techniques in order to determine needed improvement.		X
D. Shows an appreciation of the varied abilities of the other participants both skilled and unskilled.		X
E. Demonstrates improvement of basic skills through participation in singles and doubles tournaments.		X
F. Demonstrates emotional control and attitudes of good sportsmanship toward teammates, opponents, and officials.	X	X
II. Units		
A. Activities (Skills)		
1. Hand positions	X	
(a) Straight or flat hand		
(b) Cupped		
2. Body position and footwork	X	
(a) Ready position - knees flexed, body weight equally divided on the balls of the feet, the feet approximately shoulder width apart with one slightly in advance of the other, the arms hanging relaxed at the sides, the body bent slightly at the waist, and the eyes focused on the ball		
(1) Usually the first foot movement to meet the ball should be one of three movements: a pivot, a push-away step, or a cross-over step.		
(b) Playing the ball - when playing the ball with the left hand, the right foot should be in front of the left and in the direction of the desired flight of the ball. When the ball is played with the right hand the left foot is forward, thus keeping the proper side of the body facing the front wall.	X	
(c) Hitting position - the hitting position should be reached with the last step short and most of the weight on the back leg so that the forward motion of the arm can be accomplished by the shifting of the weight from the back to the front foot.	X	
3. Ball contact	X	
(a) Proper ball contact is made at the base of the index and middle finger.		

	Fund.	Adv.
4. Basic arm strokes (a) Sidearm (b) Underhand (c) Overhand	X	X
5. Basic serves (a) Parallel to side wall (b) Lob serve (c) Front wall-side wall combination (d) Overhand serve	X	X
B. Understandings 1. History 2. Rules 3. Equipment and facilities 4. Terminology 5. Court position and strategy 6. Safety practices 7. Etiquette 8. Helpful hints 9. Proper warm-up and fitness	X	X

C. Teaching Suggestions

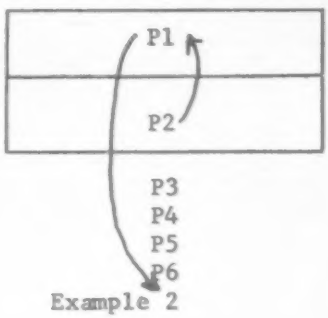
1. Throwing ball against wall, using various arm strokes with the proper foot work.
2. Hitting ball against front wall using various arm strokes with the proper foot work involved.
3. High-lite drill
   Two players start playing, any number of players can be lined up one behind the other on end line. If the server wins the point, he stays on court and serves again to the next player which moved from the end of the court. The loser gets at the end of the line and waits his turn again.

Server wins point



Example 1

Server loses point



Example 2

4. Discussions and demonstrations
5. Tournaments
   (a) Intramural
   (b) Exhibitions

D. References

1. Publications - 1, 81, 92
2. Audiovisuals - 38

III. Evaluation	Fund.	Adv.
A. Testing		
1. Displays through application in a game situation and/or written test a knowledge of the history, rules, strategy, and terminology.	X	X
2. Demonstrates on a handball court the following type serves:		
(a) Parallel to side wall or straight down the side, ___ out of 10 attempts.	5	8
(b) Lob or underhand serve to designated areas, ___ out of 10 attempts.	5	8
3. Demonstrates individual skills by successfully volleying a handball for a ____ second period when playing with an equally proficient player.	15	20
4. Demonstrates, when divided in groups of 4, ability to volley the ball for ___ seconds in doubles play.	20	30
B. Other Tests		
1. Singles Tournaments		X
2. Doubles Tournaments		X
3. Ladder competition		X

	I	Fund.

HORSESHOES

I. Objectives

The student:

A.	Performs the horseshoe pitch with a smooth, even underhand toss.	X	X
B.	Displays ability to toss the shoe with 1 turn pitch and land it in the proper pit.		X
C.	Displays ability to toss the shoe with 1½ turn pitch, 1 3/4 pitch, or over and over pitch, land it in the proper pit.		X
D.	Implements basic rules of strategy by hitting opponent's horseshoes to a less favorable position.	X	X
E.	Shows proficiency in playing singles and doubles games.	X	X
F.	Demonstrates knowledge of rules, scoring, and safety procedures through practical application and/or a written test.	X	X
G.	Uses courtesy as a participant and spectator.	X	X
H.	Demonstrates emotional control and attitudes of good sportsmanship toward partner, opponents and judges.	X	X
I.	Gains satisfaction through participation and achievement and appreciates the social value of physical activity while developing carry-over values and skills.	X	X

II. Units

A.	Activities (Skills)		
	1. Grips	X	X
	2. Delivery		
	(a) 1 turn pitch	X	
	(b) 1½ turn pitch		X
	(c) 1 3/4 turn pitch		X
	(d) Over and over pitch		X
B.	Knowledges		
	1. Equipment and facilities	X	X
	(a) Range dimensions	X	X
	(b) Pitcher's box	X	X
	(c) Shoes	X	X
	(d) Stakes	X	X
	2. Rules and terminology		
	(a) Pitching rules	X	X
	(b) Scoring rules	X	X
	(c) Horseshoe terms	X	X

C. Teaching Suggestions
   1. Discussion
   2. Demonstration
   3. Practice game
   4. Tournaments - establish order of abilities of students within a class or group by employing tournaments.

D. References
   1. Publications - 45, 182

	I	Fund.
III. Evaluation		
A. Expectations of 80% of the students		
1. Displays ability to toss the shoe with 1 turn pitch and land it in the proper pit, ___ of 5 times.	2	3
2. Displays ability to toss the shoe with 1½ turn pitch, 1 3/4 pitch, or over and over pitch, land it in the proper pit, ___ out of 5 times.	1	3
3. Implements basic rules of strategy by hitting opponent's horseshoes to a less favorable position, ___ out of 5 times.	0	1
4. Demonstrates knowledge of rules, scoring, and safety procedures through practical application and/or a written test.		

B. Other Tests
   1. Analyzes individual and other students skills and techniques in order to determine needed improvements.
   2. Use rating scales listing specific criteria for evaluating skill fundamentals (such as stance, stride, body movement, arm swing, and wrist and hand action for various deliveries).

SELF-DEFENSE

Fund.

I. Objectives

The student:

A. Demonstrates the knowledge that most dangerous situations can be prevented.

B. Shows alertness to potentially dangerous surroundings.

C. Exhibits the knowledge that most people are better off without weapons.

D. Indicates an understanding of correct and logical procedures to follow when you are victimized.

E. Uses the self-defense skills only when one's life is not threatened and when other approaches don't work.

F. Displays a knowledge of the techniques of self-defense skills.

G. Acquires self-confidence and satisfaction through achievement in self-defense skills.

H. Displays that judo and karate skills may be valuable for defense when used appropriately.

II. Units

A. Activities (Skills)
   1. Hand blows to the:
      (a) Nose
      (b) Side of neck
      (c) Throat
      (d) Groin
      (e) Chin
   2. Kicks to the:
      (a) Side and front of knee
      (b) Groin
      (c) Head
      (d) Shin
      (e) Foot
   3. Finger pulls
   4. Elbow blows
   5. Head
      (a) As a battering ram
      (b) Teeth to bite
   6. Use of fingers to:
      (a) Grab lip
      (b) Gouging eyes
      (c) Tear hair
      (d) Up nose
   7. Knee to:
      (a) Groin
      (b) Side of thigh

B. Understandings
1. Procedure to follow when in danger
2. Dangers of assault
3. Situations that might require self-defense:
   (a) Burglary and robbery
   (b) Bunco artists and con-men
   (c) Auto theft
   (d) Sex offenses
   (e) Purse snatching and pick pockets
5. Defense beyond physical force
   (a) Lights in home
   (b) Pet for protection
   (c) Scream and run
   (d) Use of logic to talk criminal out of crime
   (e) Keeping places secured
   (f) Being alert
   (g) Carry items that may be used for defense (i.e. Mace)
6. Use body as a weapon only when your life is not threatened.

C. Teaching Suggestions
1. Discussion
2. Demonstration
3. Presentation by an expert
4. Practice of skills
5. Use media to show techniques
6. Set up situations
   (a) Planned reaction
   (b) Automatic reaction

D. References
1. Gavzer, Gernard, On Guard - Protect Yourself Against the Criminal, The Associated Press, 1970.
2. Loop Film - BFA Educational Media, Self-Defense for Girls Series (5-loop set)

III. Evaluation

A. Expectations of 80% of the students:
1. Shows, through discussion and/or written assignment, an awareness of modes for preventing dangerous situations.
2. Demonstrates procedure to be followed when victimized.
3. Exhibits techniques of selected self-defense skills.
4. Displays, through demonstration and/or written test, an understanding of self-defense.

B. Other Tests
1. Evaluation of skills and techniques.
2. Present demonstrations
3. Written evaluation of home or school surroundings

SHUFFLEBOARD

		I	Fund.
I.	Objectives		
	The student:		
A.	Makes the shuffleboard shot by placing the cue against the disc and maintaining contact with the disc through the forward stroke.	X	X
B.	Places cue on disc correctly, and by lunging, propel the disc forward into the scoring area at opposite end of regulation court.	X	X
C.	Develops the ability to propel the disc accurately to knock the opponents disc into a less favorable position.		X
D.	Demonstrates knowledge of playing skills and scoring methods.	X	X
E.	Displays through practical application in a game situation and/or a written test, a knowledge of the rules and terminology.	X	X
F.	Demonstrates a knowledge of rules, terminology, and elementary strategy of shuffleboard by playing games of singles and doubles.	X	X
G.	Demonstrates emotional control by displaying good sportsmanship towards teammates, opponents and officials and appreciates varied skill levels of other participants.	X	X
II.	Units		
A.	Activities (Skills)		
1.	Shooting for aim	X	X
2.	Shooting the disc		
(a)	Placing and holding cue	X	X
(b)	Lunge and follow-through	X	X
B.	Knowledges		
1.	Rules	X	X
2.	Equipment and facilities	X	X
3.	Terminology	X	X
4.	Scoring	X	X

C. Teaching Suggestions
1. Discussion
2. Demonstration
3. Practice games
4. Establish order of abilities of the students within a class or group
b by employing tournaments such as a ladder, round robin, pyramid.

D. References
1. Publications - 45, 48, 81, 182

	I	Fund.
III. Evaluation		
A. Expectations of 80% of the students		
1. Places cue on disc correctly, and by lunging, propels the disc forward onto the proper scoring area at opposite end of regulation courts, ___ out of 5 trials.	2	3
2. Makes the shuffleboard shot by placing the cue against the disc and maintaining contact with the disc through the forward stroke.	3	4
3. Develops the ability to propel the disc accurately to knock the opponents disc into a less favorable position, ___ out of 5 trials.	1	3
4. Demonstrates a knowledge of rules, terminology, and umpiring techniques by means of participation and/or a written test.	X	X

B. Other Tests
1. Skills
   (a) Test individual activity level by requiring each student to make a given number of deliveries and take the points which might have been scored in competition.
   (b) Use rating scale listing specific criteria for evaluating skill fundamentals (such as, stride, body movement, forward stroke, etc.)
2. Utilize check list for evaluating knowledge of rules, strategy, safety, use of equipment, terminology, courtesy, etc.
3. Analyzes individual and other students skills and techniques in order to determine needed improvements.
4. Tournament participation
   (a) Ladder
   (b) Round Robin
   (c) Pyramid
   (d) Playground

TABLE TENNIS	I	Fund.
I. Objectives		
The student:		
A. Exhibits a knowledge of history, rules, terminology, and strategy of table tennis.	X	X
B. Attempts to use a variety of skills and techniques in a game situation.	X	X
C. Participates in and accurately scores both singles and doubles games.	X	X
D. Demonstrates emotional control and attitudes of good sportsmanship towards partner, opponents, and judges.	X	X
E. Demonstrates the correct technique of holding the paddle by grasping the handle with the thumb and forefinger on the blade.	X	
F. Demonstrate the correct technique of the following skills: chop, slice, half volley, block, drop shot, and smash.		X
G. Execute correctly the two basic strokes of table tennis: forehand drive and backhand.	X	X
H. Demonstrate variations of arm action and paddle movement to cause ball to veer sharply from a straight course. (English or spin effect, given the ball by paddle action.)		X
II. Unit		
A. Activities (Skills)		
1. Forehand drive	X	
(a) Grip	X	
(b) Stance	X	
(c) Arm/wrist action	X	
(d) Foot/body movements	X	
(e) Follow-through	X	
2. Backhand drive	X	
(a) Grip	X	
(b) Stance	X	
(c) Arm/wrist action	X	
(d) Foot/body movements	X	
(e) Follow-through	X	
3. Serving	X	
(a) Grip	X	
(b) Stance	X	
(c) Ball handling	X	
(d) Follow-through	X	
4. Advanced serve		X
(a) Placement		X
(b) Spin		X
(c) English		X

	I	Fund.
5. Advanced techniques		X
(a) Forehand chop		X
(b) Backhand chop		X
(c) Block		X
(d) Drop shots		X
(e) Smash		X
(f) Use of English on moving ball		X
6. Tactics and strategy	X	X
(a) Singles	X	X
(b) Doubles	X	X
B. Understandings		
1. History and values of table tennis	X	
2. Equipment and facilities	X	X
(a) Table size and markings		
(b) Net height and suspension		
(c) Adequate lighting and space		
3. Rules and terminology	X	X
(a) Terms - ace, advantage, all, backspin, block, chop, dead ball, deuce, let, net slice, top spin, and volley		
(b) Scoring		
C. Teaching Suggestions		
1. Discussions		
2. Demonstrations		
3. Blackboard drills		
4. Tournaments		
5. Placement practice		
(a) Serves		
(b) Strokes		
(c) Smash		
6. Volley practice drill (singles and doubles)		
(a) Attempt to volley for certain length of time		
D. References		
1. Publications - 1, 13, 56, 81, 92, 100, 121, 176		
2. Audiovisuals - 16		
III. Evaluation		
A. Expectations of 80% of the students		
1. Serves the ball correctly on a regulation table tennis table ___ out of 6 attempts.	3	5
2. Executes forehand and backhand strokes correctly when ball is tossed by partner ___ out of 6 attempts.	3	4
3. Performs correctly when ball is tossed by partner within reaching distance of player the following skills: chop, slice, volley (block), drop shot, and smash ___ out of five attempts.		3
4. Plays and scores games and matches for both singles and doubles.	X	X
5. Exhibits a knowledge of history, rules, terminology, and strategy of table tennis by means of participation and/or a written test.	X	X

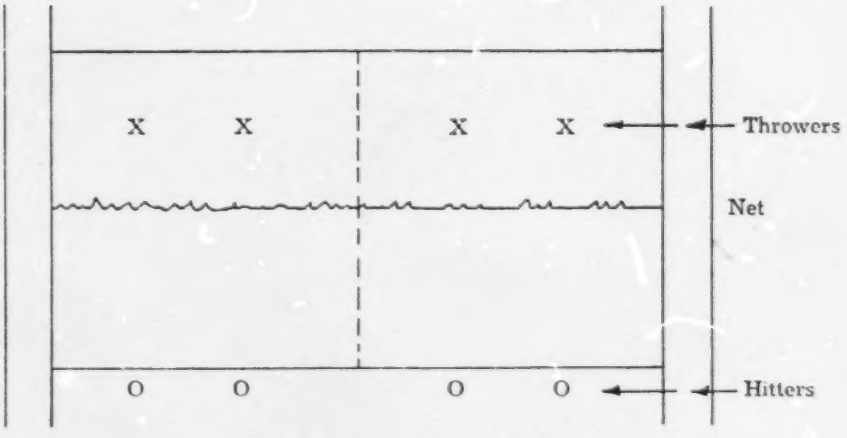
B. Other Tests
   1. Tournaments
      (a) Single elimination
      (b) Double elimination
      (c) Ladder
      (d) Round Robin
      (e) Handicap
   2. Performance indicator chart on specific techniques.

TENNIS	I	Fund.	Adv.
I. Objectives			
The student:			
A. Demonstrates the ready position with the body facing net; the feet shoulder width apart, knees bent, weight on balls of feet; racquet held in front of body with forehand grip and throat of the racquet resting on free hand.	X	X	
B. Shows the correct technique for the forehand grip by holding racquet with face perpendicular to ground and using the hand-shake grasp; keeping thumb and first finger in a V on top of racquet.	X	X	
C. Displays the correct technique for the forehand stroke by turning body to the side so that the shoulder opposite the striking arm faces the net; shifting weight to back foot and bringing the racquet straight back at waist height without bending the wrist; moving body and racquet forward to meet the ball with extended elbow and wrist; transferring weight to forward foot and following through with striking arm; returning to ready position.	X	X	
D. Demonstrates the correct technique for the backhand grip by rotating hand from forehand grip ¼ turn toward the body with knuckles pointing up and keeping thumb behind racquet for support.	X	X	
E. Displays the correct techniques for the backhand stroke by assuming the ready position, turning body to side and keeping shoulder of striking arm facing the net; shifting weight to back foot while bringing racquet straight back at waist height without bending the wrist; moving body and racquet forward to meet ball with extended elbow; transferring weight to forward foot; following through with the striking arm; returning to ready position.	X	X	
F. Exhibits a functional serve by tossing a ball into air with an underhand motion and contacting the ball with the racquet as the ball descends.	X	X	
G. Uses both a forehand and backhand volley to demonstrate a punching stroke, keeping racquet in front or to side of body, to hit ball before it hits the ground.			X
H. Displays both a forehand and backhand lob by hitting the ball in an upward direction passing over the net at least ten feet high and into the opponents court within five feet of the baseline.			X
I. Demonstrates an overhead smash shot by positioning body with the side to the net and pointing the none racquet hand at the ball and complete overhead smash, striking the ball with right arm fully extended and hitting ball in a downward direction to the opponents court.			X

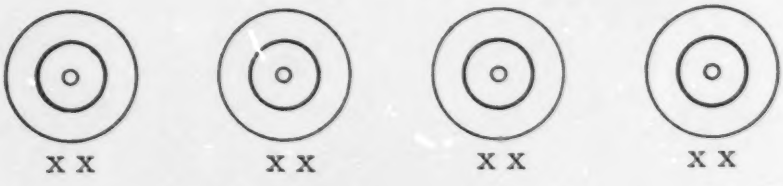
	I	Fund.	Adv.
J. Displays a knowledge of the rules and safety procedures by participating in a game of doubles.	X	X	
K. Exhibits a knowledge of the rules and safety procedures by participating in a game of singles.			X
L. Shows emotional control by displaying good sportsmanship.	X	X	X
M. Gains satisfaction through participation and achievement and appreciates the social value of tennis while developing carry-over values and skills.	X	X	X
II. Units			
A. Activities (Skills)			
1. Forehand			
(a) Grip	X	X	
(b) Stance	X	X	
(c) Movement	X	X	
(d) Follow-through	X	X	
2. Backhand			
(a) Grip	X	X	
(b) Stance	X	X	
(c) Movement	X	X	
(d) Follow-through	X	X	
3. Service			
(a) Grip	X	X	
(b) Stance	X	X	
(c) Ball toss	X	X	
(d) Movement	X	X	
(e) Follow-through	X	X	
4. Volley			
(a) Grip (forehand and backhand)	X	X	
(b) Stance	X	X	
(c) Position	X	X	
(d) Movement	X	X	
5. Lob			
(a) Defensive			X
(b) Offensive			X
6. Advanced serve			
(a) Placement			X
(b) Twist			X
(c) Slice			X
7. Forehand			
(a) Placement			X
(b) Top spin			X
(c) Chop			X
8. Backhand			
(a) Placement			X
(b) Top spin			X
(c) Chop			X
9. Drop shot			X
10. Smash			X
11. Tactics and strategy - 210 -			
(a) Singles			X
(b) Doubles			X

	I	Fund.	Adv.
B. Understandings			
1. History, terminology, equipment, rules, and scoring	X	X	
2. Strategy in using various shots		X	
3. Strategy - singles and doubles play			X

C. Teaching Suggestions
1. Discussion
2. Demonstrations
3. Backboard drills (wall of building)
4. Reminder signs at practice area
5. Rebound net
6. Tournaments
   (a) Intramural
   (b) Interschool
7. Eight players on court - forehand or backhand



8. Serve into a given area (four on court)
9. Hit or serve on target painted on backboard.



10. Short game of tennis using the rules of the game. The servicee line is used for out-of-bounds line.
11. Alley game (score 10). Keep ball in alley. If ball is placed outside of alley, point for opponent.
12. Practice volley from service line, hitting to each other.
13. Placement practice
    (a) Service
    (b) Strokes
14. Game participation

D. References
1. Publications - 1, 13, 33, 34, 40, 48, 72, 81, 92, 100, 148, 165, 182
2. Audiovisuals - 41, 52, 57, 73, 83, 85

III. Evaluation

	I	Fund.	Adv.
A. Expectations of 80% of the students			
1. Uses the forehand stroke, while standing in the back court, to hit a ball tossed by another student, into the opposite court, 2 out of 5 times.	X		
2. Demonstrates a backhand stroke by striking a tossed ball across the net while standing in back court, 1 out of 5 times.	X		
3. Execute an <u>overhand serve</u> into proper service court from behind the baseline, ___ out of 10 times.	2	4	6
4. Hits the ball against a wall 10' high and 15' wide from at least 20' away, ___ times in 30 seconds, using the forehand and backhand strokes (best score in three 30 seconds trials).		10	14
5. Plays and scores games, sets, and matches for both singles and doubles play.		X	
6. Exhibits a knowledge of history, rules, scoring, and terminology of tennis by means of regular participation and/or a written test.	X	X	X
7. Places forehand and backhand drives into the back 9' of the court between the top of the net and rope stretched 4' above the top of the net, 7 out of 14 times.			X
8. While standing at net, volley 3 out of 5 balls hit to within 1 step of you.			X

B. Other Tests
1. Tournaments
   (a) Ladder
   (b) Double elimination
   (c) Elimination
   (d) Round Robin
   (e) Handicap
2. Subjective evaluation of skills during play.

TRACK AND FIELD

		I	II	Fund.	Adv.
I.	Objectives				
	The student:				
A.	Exhibits correct form in using the crouch start by putting preferred foot forward; and keeping hands behind line and weight supported on thumb and fingers; keeping buttocks slightly higher than shoulders; leaving the start with a smooth running motion, keeping body low and gradually regaining sprinting height.	X	X	X	X
B.	Runs the following runnings events:				
	50-60 yard dash	X	X	X	X
	75 yard dash	X	X	X	X
	100 yard dash	X	X	X	X
	220 yard dash	X	X	X	X
	440 yard dash	X	X	X	X
	880 yard run		X	X	X
	Mile run			X	X
	440 Relay	X	X	X	X
	880 Relay		X	X	X
	Mile Relay			X	X
	Low hurdles		X	X	X
C.	Demonstrates proper form and techniques in the following field events:				
	Shot put	X	X	X	X
	Discus	X	X	X	X
	High jump	X	X	X	X
	Long jump	X	X	X	X
	Triple jump	X	X	X	X
D.	Participates in a class track and field meet.	X	X	X	X
E.	Performs the visual and blind baton passes.	X	X	X	X
F.	Demonstrates a knowledge of the safety procedures relating to track and field.	X	X	X	X
G.	Demonstrates emotional control by displaying good sportsmanship towards teammates, opponents, and officials and appreciates varied skill levels of other participants.	X	X	X	X
H.	Gains satisfaction through participation and achievement and appreciates the social value of physical activity while developing carry-over values and skills.	X	X	X	X
I.	Develops a knowledge of his own abilities and limitations.	X	X	X	X
J.	Displays through application in a competitive situation and/or a written test, a knowledge of the history, rules and terminology.	X	X	X	X

II. Units

	I	II	Fund.	Adv.
A. Activities (Skills)				
1. Starts				
(a) Crouch	X	X	X	X
(b) Standing	X			
(c) Starting blocks			X	X
2. Sprinting				
(a) Body lean			X	X
(b) Arm action	X	X	X	X
(c) Stride			X	X
(d) Leg action	X	X	X	X
(e) Relaxation			X	X
(f) Finish			X	X
3. Baton passes				
(a) Visual exchange	X	X	X	X
(b) Blind exchange	X	X	X	X
(c) Exchange zone	X	X	X	X
4. Distance running				
(a) Body lean			X	X
(b) Arm action		X	X	X
(c) Stride		X	X	X
(d) Leg action		X	X	X
(e) Pace			X	X
5. Hurdling				
(a) Start		X	X	X
(b) Approach		X	X	X
(c) Leg action		X	X	X
(d) Body lean		X	X	X
(e) Arm action		X	X	X
(f) Landing		X	X	X
(g) Stride between hurdles			X	X
6. Long Jump				
(a) Approach	X	X	X	X
(b) Takeoff	X	X	X	X
(c) Flight		X	X	X
(d) Landing	X	X	X	X
7. High Jump				
(a) Scissors jump				
(b) Western roll				
(c) Straddle roll				
(d) Other modern styles				
8. Shot Put				
(a) Grip	X	X	X	X
(b) Stance	X	X	X	X
(c) Movement		X	X	X
(d) Release	X	X	X	X
9. Discus				
(a) Grip	X	X	X	X
(b) Stance	X	X	X	X
(c) Spin			X	X
(d) Release	X	X	X	X
10. Triple Jump				
(a) Approach	X	X	X	X
(b) Hop, step, and jump	X	X	X	X
(c) Landing	X	X	X	X

	I	II	Fund.	Adv.
B. Understandings				
1. History, terminology, and rules of track and field activities	X	X	X	X
2. Importance of conditioning and warm-up for each event	X	X	X	X
3. Proper execution of various track and field skills	X	X	X	X
4. Conducting a track and field meet	X	X	X	X
C. Teaching Suggestions				
1. Discussion				
2. Demonstration				
3. Individual supervised practice				
D. References				
1. Publications - 1, 21, 37, 48, 72, 81, 85, 92, 100, 122, 128, 143, 157, 182				
2. Audiovisuals - 17, 18, 42, 43, 58, 65, 67, 68, 71, 72, 77, 79, 80, 82, 85, 95				
III. Evaluations				
A. Expectations of 80% of the students				
1. Runs the following events within the specified time:				
Girls:				
50	8.2	8.0	8.0	7.9
75	11.5	11.2	11.2	11.3
100	15.5	15.0	15.0	15.1
220	38	36	36	36.5
440	1.28	1.23	1.23	1.24
Boys:				
60	9.0	8.5	8.3	8.0
100	15.5	15.0	14.9	14.0
220	36	33.0	31.0	30.0
440	1.25	1.20	1.18	1.16
880		2.50	2.40	2.30
2. Jumps ___ feet in the long jump.				
Boys ___		12'	12'6"	13'
Girls ___		10'	10'6"	11'
3. Jumps ___ in the high jump.				
Boys ___		3'9"	4'0"	4'3"
Girls ___		3'2"	3'5"	3'8"
4. Jumps ___ in the triple jump.				
Boys ___		20'	21'	22'
Girls ___		17'	18'	19'
5. Runs the 120 yd. low hurdles. (boys)		23		
6. Runs the 50 yd. low hurdles (girls)		11.5		
7. Throws the junior discus ___				
Boys ___		40'		
Girls ___		25'	30'	40'
8. Puts the 8 pound shot:				
Boys ___		20'		
Girls ___		12'		
9. Puts the 12 pound shot			15'	20'
10. Exhibits a knowledge of history, rules, terminology, and strategy by participating in a class track meet or a written test.	X	X	X	

B. Other Tests
   1. Competes in a class track and field meet.
   2. Use of check lists:
      (a) Teacher
      (b) Self

WEIGHT TRAINING

		Fund.	Adv.
I.	Objectives		
	The student:		
A.	Develops an appreciation for physical fitness and total bodily development.	X	X
B.	Improves physical skills by developing strength, endurance, explosive power, flexibility, and speed of muscular contraction.	X	X
C.	Gains a knowledge of the versatility weight training possesses in permitting specific muscular development in preparation for a movement in a particular sport, general bodily development, increased physical capacity, the increasing or losing of weight.	X	X
D.	Demonstrates on a universal gym machine, proper form and techniques of the military press, bench press, leg press, lat pull, power pull, and the curl.	X	X
E.	Displays through application or a written test a knowledge of terminology and safety.	X	
F.	Demonstrates an ability to analyze individual techniques in order to determine needed improvement.		X
G.	Develops the ability to prepare an individual work schedule, being specific in reference to amount of weight, repetitions and sets to be used.		X
II.	Units		
A.	Activities (Skills)		
1.	Grips	X	
2.	Arm exercises		
(a)	Bench press	X	X
(b)	Two-arm curl	X	X
(c)	Reverse curl	X	X
(d)	Military press	X	X
(e)	Upright rowing	X	X
(f)	Straight-arm pullover	X	X
(g)	Wrist curl	X	X
(h)	Reverse wrist curl	X	X
3.	Abdominal		
(a)	Side bender	X	X
(b)	Sit-ups (bent leg)	X	X
(c)	Sit-ups (straight leg)	X	X
4.	Back		
(a)	Dead lift (straight leg)	X	X
(b)	Dead lift (flexed knees)	X	X
(c)	Squat	X	X
(d)	Hip flexor	X	X

	Fund.	Adv.
5. Universal Gym Machine		
(a) Leg press	X	X
(b) Bench press	X	X
(c) Military press	X	X
(d) Lat pull	X	X
(e) Dead lift	X	X
(f) Chinning	X	X
(g) Dipping	X	X
(h) Hip flexor	X	X
(i) Abdominal conditioner	X	X
(j) Thigh and knee machine	X	X
(k) Back hyperextension and swimmer's kick	X	X
(l) Rowing, wrist and forearm	X	X
(m) Neck conditioner	X	X
(n) Curl	X	X
B. Understandings		
1. Training variables		
(a) Repetitions	X	X
(b) Sets	X	X
(c) Interval	X	X
(d) Weight	X	X
(e) Speed of contraction	X	X
(f) Exercises	X	X
(g) Breathing	X	X
2. Body efficiency in lifting positions	X	X
3. Warm-ups	X	X
4. Proper rest and eating habits	X	X
5. Principals of endurance, explosive power, speed, strength, and cardiovascular development	X	X
6. Keeping individual records		
C. Teaching Suggestions		
1. Discussion		
2. Demonstrations		
3. Pre-test maximums and record		
4. Weigh students and record		
5. Contest		
(a) By age		
(b) By weight class		
6. Post-test maximum - record		
D. References		
1. Publications - 166		
2. Audiovisuals - 59, 86, 87		
III. Evaluation		
A. Expectations of 80% of the students		
1. Exhibits improvement in basic skills of weight lifting at each station of a universal gym using a minimum amount of weight.	X	
2. Shows individual improvement based on records maintained throughout the unit.	X	X

		Fund.	Adv.
3.	Displays with ___ percentage of maximum weight proper form and techniques of the military press, bench press, leg press, lat pull, power pull, and the curl.	50%	100%
4.	Demonstrates a knowledge of rules, scoring and terminology of competitive weight training by means of participation and/or a written test.	X	X

WRESTLING

		I	II	Fund.	Adv.
I.	Objectives				
	The student:				
A.	Demonstrates with proper form and technique the top and bottom referees position.	X			
B.	Exhibits proper form and techniques in performing various reverses and escapes.	X	X	X	X
C.	Shows his ability to execute the proper form and techniques for various breakdowns.	X	X	X	X
D.	Displays the proper form and technique for various take downs from a kneeling position.	X	X		
E.	Demonstrates his ability im competition with students in his weight classification.	X	X	X	X
F.	Demonstrates pinning moves by showing the proper steps and techniques in completing each move.	X	X	X	X
G.	Exhibits body control under match conditions while wrestling someone in same weight class by utilizing counters to aggressive moves, both in standing and referee's positions.			X	X
H.	Shows from a standing position, proper form and techniques in the setting-up and manuvering for various takedowns.			X	X
I.	Analyzes other student's skills and techniques in order to determine needed improvements - escapes, takedowns, breakdowns, reverses and pinning holds.		X	X	X
J.	Displays a knowledge of rules and scoring and safety procedures for wrestling.	X	X	X	X
K.	Demonstrates emotional control by displaying good sportsmanship towards teammates opponents and officials and appreciates varied skill levels of other participants.	X	X	X	X
L.	Gains satisfaction through participation and achievement and appreciates the social value of physical activity while developing carry-over values and skills.	X	X	X	X
M.	Develops a knowledge of his own abilities and limitations.	X	X	X	X
II.	Units				
A.	Activities (Skills)				
	1. Break downs				
	(a) Near ankle tight waist	X	X	X	X
	(b) Inside crotch	X	X	X	X
	(c) Pry			X	X

	I	II	Fund.	Adv.
(d) Head lever			X	X
(e) Far ankle-arm chop	X	X	X	X
(f) Topy body scissors			X	X
(g) Far arm far ankle	X	X	X	X
2. Escapes				
(a) Sit out	X	X	X	X
(b) Turn out	X	X	X	X
(c) Shoulder roll			X	X
(d) Stand up			X	X
(e) Turn in		X	X	X
3. Reverses				
(a) Hip roll	X	X	X	X
(b) Peterson roll			X	X
(c) Switch	X	X	X	X
(d) Short switch		X	X	X
(e) Step over			X	X
(f) Crawfish			X	X
4. Pinning holds				
(a) Cradle	X	X	X	X
(b) Reverse half nelson	X	X	X	X
(c) Reverse body lock			X	X
(d) Arm bar and body lock			X	X
5. Take downs				
(a) Single leg pick-up			X	X
(b) Double leg pick-up			X	X
(c) Fireman's carry				X
6. Counters				
(a) Spinning	X	X	X	X
(b) Arm twist	X	X	X	X
(c) Fore arm twist	X	X	X	X
(d) Bridge-up	X	X	X	X
B. Understandings				
1. Knowledge of history, rules, and precautions	X			
2. Use of skills to best advantage	X	X	X	X
3. Need for proper warm up and conditioning	X	X	X	X
4. Interpreting rules in officiating	X	X	X	X

C. Teaching Suggestions
1. Discussion
2. Demonstration
3. "Dummy" wrestling
4. Suggested drills:
   (a) Spin drill
   (b) Crab walk
   (c) "Dummy" wrestling whistle drill
   (d) Neck bridge (spin front to back)

D. References
1. Publications - 1, 47, 77, 81, 126, 130, 158
2. Audiovisuals - 22, 44, 74, 75, 93, 94

III. Evaluations

A. Expectations of 80% of the students				
1. Demonstrates with proper form and technique the top and bottom referees position.	X			

	I	II	Fund.	Adv.
2. Exhibits ___ reverses by showing the proper form and techniques in completing each move.	2	3		
3. Shows his ability to execute the proper form and techniques for ___ different breakdowns.	2	3		
4. Demonstrates ___ pinning moves by showing the proper steps and techniques in completing each move.	1	2		
5. Shows the proper form and technique for one take down from a kneeling position.	X			
6. Exhibits ___ escapes by showing the proper form and techniques in completing each move.	2	3		
7. Performs from a referee's position the arm chop-far ankle, near ankle and tight waist breakdowns.			X	X
8. Demonstrates from a down position, the sit out, turn-in, and stand-up escape techniques.			X	X
9. Exhibits from a down position, using proper form and technique, the hip roll, switch, Peterson roll, and step over.			X	X
10. Displays proper form and techniques, from a pinning situation, the half Nelson, reverse Nelson, and the cradle pinning combinations.			X	X
11. Demonstrates from a standing position, proper form and techniques in the setting up and manuevering for the single leg pick-up, the double leg pick-up, and the fireman's carry takedowns.				X
12. Displays a knowledge of history, rules, and precautions of wrestling by means of participation and/or a written test.	X	X	X	X
B. Other Tests				
1. Tournaments by class				
2. Skills checklist				
a. Teacher checked				
b. Student checked				

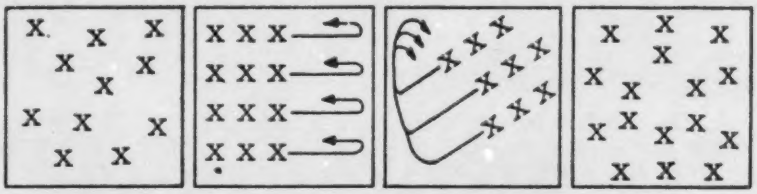
CREATIVE DANCE

		I	Fund.
I.	Objectives		
	The student:		
	A. Understands and uses locomotor movements--walk, run, leap, jump, hop, skip, slide, gallop.	X	X
	B. Performs front, side, and backward falls and recovery.	X	X
	C. Creates and performs movements to music using space, rhythm, direction, pattern, focus, and level.	X	X
	D. Creates a dance composition in a solo, a duet or a group.	X	X
	E. Develops an appreciation of aesthetic movement as a form of self-expression.	X	X
	F. Appreciates the varied skill levels of other dancers.	X	X
	G. Demonstrates ability to perform basic axial movements (non-locomotor) as directed by teacher or in original patterns.	X	X
	H. Evaluates choreography by analyzing dances (using criteria of levels, space, focus, locomotor, and axial movements, and theme).	X	X
	I. Gains satisfaction through achievement, growth and participation.	X	X
	J. Creates movements from words and poetry using space, level, focus, pattern and rhythm.		X
	K. Exhibits awareness that dance is a communication of an emotional experience or an idea.		X
	L. Demonstrates ability to execute the basic locomotor movements in combined patterns to express specific ideas using space, direction, rhythm and accent.		X
II.	Units		
	A. Activities (skills)		
	1. Movement skills		
	(a) Locomotor (from place to place)		
	(1) Basic movement - step, jump, hop	X	X
	(2) Common, even rhythm - walk, run, leap, hop, jump	X	X
	(3) Common, uneven rhythm - skip, slide, gallop	X	X
	(4) Major emphasis		
	- Foot extension	X	X
	- Rhythmic preciseness		X
	- Good body alignment	X	X
	- Outward rotation of the leg at the hip	X	X
	(b) Non-locomotor (movement of the body without moving from the originial spot)		

	I	Fund.
(1) Basic movements		
- Swing	X	X
- Twist, turn, roll	X	X
- Flexing, extension	X	X
- Fall and recovery	X	X
(2) Major emphasis		
- Finding new movement	X	X
- Sequential movement		X
- Stretch through maximum range		X
- Maintaining body lift		X
- Maintaining balance	X	X
- Change in dynamics		X
2. Creativity		
(a) Exploration	X	X
(b) Basic qualities of movement		
(1) Pendular	X	X
(2) Collapse		X
(3) Percussive		X
(4) Sustained		X
(c) Elements of space in movement		
(1) Direction - forward, backward, sideward, turning, up, and down	X	X
(2) Level - sitting, lying, kneeling, standing	X	X
(3) Focus - inward, outward, combination	X	X
(4) Size - small, large, changing		X
(5) Floor pattern		X
(d) Elements of time in movement		
(1) Underlying beat		X
(2) Metric accent		X
(3) Tempo		X
(4) Phrase	X	X
(5) Rest	X	X
(6) Rhythmic pattern	X	X
3. Exercises	X	X
4. Composition		
(a) Unity		X
(b) Interest	X	X
(c) Form	X	X
(d) Balance		X
(e) Sequential form		X
B. Understandings		
1. History, knowledge of dance vocabulary	X	X
2. Communicative potential of movement - symbolic meaning		X
3. Criteria of good movement	X	X
4. Value system for judging good movement and good dance	X	X

C. Teaching Suggestions

1. Formations - Below are some basic class arrangements useful to the conduct of various parts of the lesson or unit.



Mass or Scattered | Several Lines Width of Room | Diagonal of Room Few Lines | Circle

2. Suggestions for the use of formations - While learning an exercise or after an exercise is learned, the following items may be learned concurrently with the exercise:
   (a) Question-answer response - One half of the class does a portion of an exercise and holds that position while the other half does that much. This continues throughout the exercise.
   (b) Round form - This is an extension of the above. A portion of the class starts an exercise, another portion starts later. The procedure in movement is the same as for voice or music. Two- and three-part rounds can be performed using almost any exercise.
   (c) Resultant rhythm:
   This is the rhythmic pattern resulting from the accents of two meters combined. Example: 3/4 and 4/4 meter when combined produces a 12 count phrase with the accents as follows:
   3/4 meter is: /11/11/11/11
   4/4 meter is: /111/111/111
   Result is: /11//1/1//11
   (d) Accumulative rhythm - This is a systematic addition or subtraction of beats in successive measures. (example: Bounces done four times on three sides, then two times on three sides, then one time one each side would have a metric pattern as follows: 3, 3, 3; 2, 2, 2; 1, 1, 1. This could be continued by adding a beat, or the pattern could be 3, 3, 3; 1, 1, 1; 2, 2, 2; 1, 1, 1; 3, 3, 3. The musical phrase can be finished by a return to original position in 2 counts.) Locomotor patterns with change of direction are fund. (Example: Walk and turn on the last count, using the following series of meters - 5, 4, 3, 2, 1, 1, 2, 3, 4, 5.)
3. Suggestions for the conduct of exploration
   (a) Beginners should have short problems to solve and exploration time should be limited to 3-5 minutes.
   (b) The teacher should define the problem and give at least one exa of movement which might be used to partially solve the problem.
   (c) Exploration should be made on movements presented in the lesson. Exploration is in space, time, and/or quality.
4. Suggestions for the conduct of creative studies
   (a) State the problem and what is to be accomplished.
   (b) Once an idea is decided upon, start moving.
   (c) While the students are working, the teacher should observe how they work, what puzzles them, and what their movement and conceptual limitations are.
   (d) Comment favorably on accomplishments. Offer suggestions for improvement and explain why the suggestion improves the study. When time permits, have the students involved demonstrate the suggested improvement and let the rest of the class discuss the change.

D. References
   1. Publications - 13, 48, 64, 81, 92
   2. Audiovisuals - 100, 112, 114, 115, 117, 118, 119, 120, 121

	I	Fund.
III. Testing		
A. Expectations of 80% of the students		
1. Demonstrates ability to perform basic locomotor and non-locomotor movements in combination.	X	
2. Combines movement patterns to express emotions and ideas.	X	X
3. Combines movement patterns to express rhythm, words, and poetry.		X

	I	Fund.
4. Choreographs and performs a dance based on a theme and utilizing space, level, focus, floor pattern, and rhythm in solo, duet or a group.		X
5. Choreographs and performs a dance in solo, duet, or a group.	X	
B. Other Tests		
1. Analyze dance based on teacher-prepared rating sheet.		
(a) Presented by classmates		
(b) Televised		
(c) On stage		
2. Performs locomotor skills to varied rhythms.		

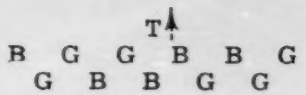
SOCIAL, FOLK, AND SQUARE DANCE

		I	Fund.
I.	Objectives		
	The student:		
	A. Performs and utilizes the polka, schottische, and shuffle steps, in a dance to music.	X	X
	B. Understands and uses closed, facing, couple, and promenade positions.	X	X
	C. Performs basic turns--schottische, two-step.	X	X
	D. Understands and performs basic square dancing terms: honor your corner, honor your partner, grand right and left, allemande left, swing, sashay, do-si-do, promenade, texas star.	X	
	E. Appreciates varied skill levels of other dancers.	X	X
	F. Gains satisfaction through participation and achievement in dancing and appreciates the social value of physical activity while developing carry-over values and skills.	X	X
	G. Develops an awareness of cultural heritage.	X	X
	H. Exhibits knowledge of the fundamental rhythms, dance positions, leading and following techniques in the following: waltz, fox trot, polka, cha cha.		X
	I. Performs basic dances and rhythms from a representative number of other countries and cultures, such as LaHora, Highland Fling, and Korabuschka		X
	J. Executes, on call, the formations, patterns and steps of various representative folk and square dances.		X
	K. Displays knowledge of the terminology of social, folk, and square dances.		X
	L. Exhibits appreciation for and knowledge of dances of other cultures.		X
II.	Units		
	A. Activities (Skills)		
	1. Social Dance		
	(a) Fundamental rhythms		X
	(b) Leading and following techniques		X
	(c) Dance positions		X
	(d) Fox trot		X
	(e) Waltz		X
	(f) Lindy		X
	(g) Tango		X
	(h) Samba		X
	(i) Rumba		X
	(j) Polka		X
	(k) Cha cha cha		X
	(l) Current popular		X

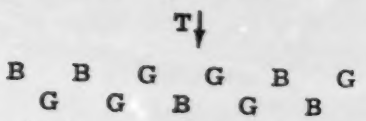
			I	Fund.
2. Folk Dance				
	Skill	Dance	Origin	
	(a) Slide	Man in the Hay	German	X	X
		Black Nag	English		
	(b) Schottische	Romanian Kolo	Romanian	X	X
		Wiggie Dance	Swiss		
		Korobuschka	Russian		
		Five Step	American		
		Rhinelander for Three	German		
		Turner	German		
		Schottische w/variations	American		
	(c) Two-step	Oklahoma Mixer	American	X	X
		Five Foot Two	American		
		Tennessee Saturday Night	American		
	(d) Polka	Jessie Polka	American	X	X
		Kalvelis	Lithuanian	X	
		Norwegian Polka	Norwegian		
		Double Clap	Czechoslovakian		
	(e) Waltz	Hills of Habersham	Scotch-English		X
		Oslo Waltz	Norwegian		
		Spinning Waltz	Finnish		
		Blackhawk Waltz	American		
	(f) Step hop	Oxdans	Swedish	X	X
		Highland Fling	Scottish		
	(g) Jump hop	Irish Lilt	Irish	X	X
	(h) Stamp	Mexican Hat Dance	Mexican	X	X
	(i) Grapevine	LaHora	Jewish	X	X
		Miserloo	Greek	X	X
3. Square Dance					
(a) Skills					
	(1) Honor partner and corner			X	X
	(2) Circle right and left			X	X
	(3) Shuffle step			X	X
	(4) Swings			X	X
	(5) Promenade			X	X
	(6) Do-si-do			X	X
	(7) Seesaw				X
	(8) Grand right and left			X	X
	(9) Allemande left			X	X
	(10) Ladies chain				X
	(11) Right and left through				X
	(12) Stars			X	X
	(13) Pass through and around				X
	(14) Do-pas-o				X
(b) Dances					
	(1) My Pretty Girl			X	X
	(2) Trail of the Lonesome Pine			X	X
	(3) Grand Square			X	X
	(4) Texas Star			X	X
	(5) Darling Nellie Gray			X	X
	(6) Hurry, Hurry, Hurry			X	X
	(7) Crow in the Cage			X	X
	(8) Jessie Polka Square			X	X
	(9) Hollis Square			X	X
	(10) Fair Gents Star			X	X

	I	Fund.
(11) Arkansas Traveler	X	X
(12) Ends Turn In	X	X
(13) Wabash Cannonball	X	X
B. Understandings		
1. History, terminology, formations and rhythms of: social dances;		X
folk dances;	X	X
square dances.	X	X
2. Awareness of cultural heritages.	X	X

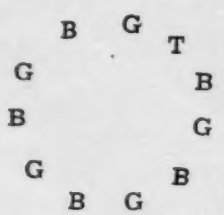
C. Teaching Suggestions
1. Students should first practice the basic step without music.
2. Records should be changed frequently.
3. Popular recordings of music should be used when possible.
4. Have students repeat rhythm and steps vocally.
5. Dance without a partner when first practicing a step pattern.
6. Change partners frequently.
7. Do not attempt to teach more than the students can master and enjoy.
8. Teacher with back to class.



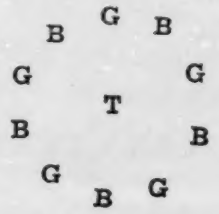
9. Teaching facing class.



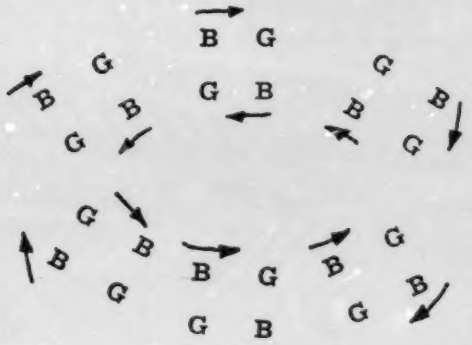
10. Circle formation with couples, girl on boy's right side, one teacher in the circle with boys and girls.



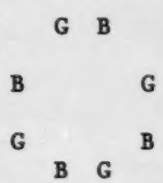
11. Circle formation with couples, girl on boy's right, teacher in the center of circle.



12. Appalachian or Circassian circle



13. Squares



14. Reel

G G G G G G

B B B B B B

15. Demonstration method
    (a) Teacher demonstrates.
    (b) Couple demonstrates.
    (c) Square demonstrates.

D. References
    1. Publications - 50, 100, 163
    2. Audiovisuals - 64, 97, 98, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 116

III. Evaluation

A. Expectations of 80% of the students

	I	Fund.
1. Social		
(a) Shows fundamental rhythms of several basic dances.		X
(b) Demonstrates basic steps and turns to various dances.		X
(c) Shows ability to lead and/or follow in basic dance steps.		X
2. Folk Dance		
(a) Demonstrates basic steps to various rhythmical patterns.	X	X
(b) Demonstrates dances from a representative selection of countries.	X	X
(c) Shows various dance formations and patterns.	X	X
3. Square Dance		
(a) Executes basic formations and patterns on call.	X	
(b) Executes called dances to music (showing musical rhythm).		X
(c) Demonstrates dances from a representation selection of basic patterns.	X	X
4. Demonstrates a knowledge of history, terminology, and basic steps through practical application and/or written test.	X	X

B. Other Tests
1. Couple or group competition executing specific dances.
2. Shows costuming of different dances representative of the native country.
3. Creates dance representative of a selected country, rhythm, or pattern.

TEACHING STRATEGIES K-12

The instructional plan is most effective when a variety of teaching methods or strategies are utilized. The goal of each teaching strategy is to provide maximal success for the learner toward achieving well defined goals through an individualized approach. Described in this section are the following teaching strategies:

Behavioral Modification

Contract Teaching

Culminating Experiences

Diagnostic-Prescriptive Teaching

Enrichment Experiences

Flexible Scheduling

Gradual Loosening

Learning Centers

Learning Packets

Multi-Media Approach

Open Gym

Organizational Patterns

Performance Standards

Player-Coach

Problem Solving, Exploration and the Process of Discovery

Program Learning

Selective Program

Task Cards

Team Teaching

Worksheets and Study Guides

BEHAVIORAL MODIFICATION

This is a teaching strategy used to modify or change the aspect or aspects of an individual childs behavior. This behavior may be inhibiting the child from learning and may also be disruptive in a way that other class members are kept from completing learning tasks. Advocates of this strategy contend that love of learning develops from pleasurable experiences with learning. Reward systems can significantly increase a student's motivation to modify his/her behavior. The consistency of reward method and the immediacy of the reward are the keys to ensuring a positive change in behavior. The reward may be stars, candy, ribbons, tickets, prizes, or others. The learner must understand what behavior will earn a reward. A short term reward, given frequently during a lesson to modify behavior, usually reinforces the desired behavior and sustains effort. A long term reward, supplied after accumulated efforts, will usually encourage perseverance. The following is an example of how behavioral modification might be applied in an elementary school physical education class.

Chris, a seven year old, could not complete a thirty minute physical education class without physically bothering other children by hitting or pushing. Chris was spoken to by the teacher. It was decided that for every five minutes of class time Chris could avoid aggressive contact with another child a token would be awarded. When Chris could maintain enough self-control to go through an entire physical education period avoiding aggressive behavior a ribbon was awarded. Accompanying these tangible rewards were praise and reinforcement. If this technique is successful, negative behavior is eliminated to the extent that praise and positive recognition of progress can replace the tangible rewards.

CONTRACT TEACHING

A student can elect activities and know that satisfactory performance of certain specific skills or completion of specific tasks will lead to a stipulated grade. Contracts should be developed for individual activities to insure sequential learning. A student should begin on a contract suitable to skill level and progress through successive contracts at individual rates as skill development allows.

The contents of the contract may include one or several of the following:

1. Skill or concept to be learned.
2. Purpose of the activity.
3. Behavioral objective of the activity.
4. Diagnostic testing for the activity to determine the status of the individual so an appropriate contract can be assigned.
5. Activities a learner can use to teach himself the skill or concept. The contract should offer many options to the learner because students vary greatly in rates of learning.
6. Self-test to determine if one is ready for the next step.
7. Final test that is an observable objective test to determine the student's completion of the objective.

Contracts can also be student oriented independent study projects evolving from the student's interest. The student may set personal goals, establish a time table, determine the evaluation process, explore the progression of activity, and be cognizant of safety requirements. References for printed matter and audiovisual aids should be included. This type of individualized contract can incorporate the use of home and community facilities for an independent study project. This offers an opportunity for the student to utilize outside resources as a supplement to the regular program or as a total unit independent of the school facility.

A lot of latitude may be allowed for in this contractual form of instruction. For example: time spent on each contract may vary; contracts can be fulfilled at various times (lunch, after school, etc.); contracts may be used for only a warm-up period and not an entire unit, or contracts may only be available after a certain amount of instruction.

Regardless of the structure, the contract should provide a program designed to meet the specific needs of each student.

Physical Education K-12
Section C
September 3, 1974

C O N T R A C T

I _____ hereby agree with _____ to
(student's name) (teacher's name)

complete the following skills to the best of my ability during the 4½ week segment designated as grading period Number 4.

Gymnastics

Balance Beam

Front support mount
Walk forward
Walk backward
Turning
Standing jump dismount
Spotting

Uneven Parallel Bars

Jump to straight arm support
Cast
Crotch seat
Cast to ½ turn (dismount)
Spotting

Horse

Proper approach and board use
Knee mount
Squat mount
Squat vault
Proper landings
Spotting

Floor Exercise

Leap
Scale
V-seat
Lunge to forward roll
V seat to back shoulder roll to knee swan
Spotting

Tumbling

Forward roll
Backward roll
Hurdle
Back straddle
Spotting

Trampoline

Jump in one spot
Break
½ turn
Knee drop
Tuck jump
Spotting

If I, _____ satisfactorily fulfill the above, my teacher
(student's name)

_____, will award me the grade of "PASS." If I fail to
(teacher's name)

comply with the stated requirements, I shall receive a grade of "FAIL" or renegotiate this contract.

I agree to the above terms of the contract.

_____
(student's signature)

_____
(teacher's signature)

CULMINATING EXPERIENCES

Many teachers find that a specific culminating activity is a desirable way to subjectively evaluate skill, social and emotional growth of students following an instructional unit.

Some suggested culminating experiences are:

Single and Intra-class tournaments -

A ladder tournament to end a tennis unit--a round robin tournament to end a basketball unit--a double elimination tournament to end a softball unit.

Sportsday -

Teams from various classes within the same school could meet after school and compete, a school could invite team(s) from one or more schools to compete or championship teams from class tournaments could challenge championship teams from other class.

Play Day -

Students meet for the purpose of playing for recreational enjoyment. Students are randomly placed on teams for volleyball or other sports in an effort to encourage sportsmanship and social interactions.

Meets -

This is especially effective for gymnastics and track units. The meet could be conducted during class time with several events being conducted each day. The students could enter events as individuals or be divided into teams. The culminating meets could also be held after school by grade level and usually completed in a single afternoon.

Field Day -

A variety of activities can be organized for a field day. The primary purpose is for students to have fun doing physical activity. Awards such as certificates and ribbons can be presented. Examples of field day activities are a sack race, three-legged race, balloon stomp, egg toss, dashes, throwing or tossing for accuracy, obstacle course, marathon race, tug of war, water balloons, speed rope jumping contest,

throwing or batting for distance or accuracy, basket shooting contest and games of low organization.

Demonstrations -

Students can derive a great feeling of satisfaction from sharing skills with peers, as well as the community. Physical education demonstrations featuring aspects of the program, such as dance or gymnastics may be presented as a school assembly, a PTA meeting, or during the half time of a football or basketball game.

DIAGNOSTIC-PRESCRIPTIVE TEACHING

This strategy utilizes continued individualizing of instruction. Each skill or combination of skills is reviewed and evaluated by the teacher at periodic intervals. This evaluation may be done through skill tests, check lists, behavioral objectives, observations and self-evaluative methods. The teacher and/or student then prescribes follow-up experiences to remediate the diagnosed weaknesses.

An example of an activity which lends itself to this form of strategy is archery. A class of forty is organized with six targets, three archers shooting simultaneously at each. The shooter will have a partner observing and waiting behind them. Six arrows are shot in succession with the teacher or partner observing the individuals shooting. Through observations, recordings are made on a checklist. This checklist breaks down the skill into components of address, nock, draw, anchor, aim, and release. Immediately following observation the teacher confers with the evaluated student. Errors are pointed out and remediation is recommended through demonstration, viewing of loop films, reading materials, observations of others, and practice sessions. A future evaluation is made to note progress.

Other activities which lend themselves to this strategy are bowling, golf, tennis, track, gymnastics and fencing. This technique is also desirable when teaching a small group of children who have dissimilar learning, motor or perceptual problems.

ENRICHMENT EXPERIENCES

In order to encourage better use of leisure time, a program can utilize community recreation facilities for off-campus participations. These experiences provide an introduction to community recreation opportunities and resources. These may be natural, human, material, or instructional.

The facilities may also be incorporated on an individual basis. The student can originate a contract outlining plans to use an off-campus facilities in a study approach. The student may want to incorporate the services of a specialists in the instruction. In some cases the off-campus specialist will approve the contract and assist in the evaluation.

Class Example

Bowling - A 2-hour course is held once a week for 7 weeks with instruction in basic fundamentals. It includes 3 games per session with interclass league competition provided.

Individual Examples

1. Winning a belt in a karate program.
2. Coaching a softball team in a summer recreation league.
3. Acting as a counselor at a day camp.
4. Earning a junior lifesaving certificate.
5. Participating in a bike ride every day in the summer and completing the project by taking a 50 mile bike hike.
6. Watching a sports event on television and preparing a teacher assigned report.
7. Attending a varsity football game and observing defensive strategies.

FLEXIBLE SCHEDULING

The flexibility needed in a schedule is determined by behevioral outcomes desired for each instructional group and based on motivation, age, past experience, and future goals. The allotment of time will be dependent on student characteristics, teaching methods and the learning task to be accomplished.

Four basic types of instruction in flexible scheduling are large and small group instructions, independent study, and open laboratories.

In flexible scheduling the teaching grouping and goals must be flexible. This scheduling method can help organize instruction time into an efficient pattern, e.g., scheduling classes back to back, whereby, as one class leaves the gymnasium another immediately enters, leaving no facility vacant while students are dressing.

Modified flexibility can be exhibited by altering the standard time and period schedule as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	1	1	5	3	1
Period 2	2	2	6	4	2
Period 3	3	3	1	5	3
Period 4	4	4	2	6	4
Period 5	5				5
Period 6	6				6

On Monday and Friday the classes consist of two 27 minute mods. On Tuesday, Wednesday, and Thursday the classes consist of three 27 minute mods.

Another type of flexibility occurs when students have unscheduled time on a flexible schedule. During unscheduled time students can pursue independent study, report to the resource center or library, have a conference with their teacher, or participate in physical education activity.

Example of student's weekly schedule:

Day	Area	Activity
Monday	Gym	Teacher instruction
Tuesday	Gym	Individual practice
Wednesday	Gym	Individual practice
Thursday	Resource center, library, or conference	Independent work
Friday	Gym	Practical application (game setting)

GRADUAL LOOSENING

The unit may begin with a very structured style of teaching. This is characterized by teacher explanation and demonstration and use of drills by command. As the unit progresses and the students have developed a particular level of skill, the teacher can gradually loosen the structure so that more time can be allotted to individual practice and instruction.

The structured large group instruction can be used for presentation of history, values, rules, strategies, and demonstration of skills. As the structure is loosened the students work on areas of need and choice. Different modes of instruction such as printed and audiovisual materials can be incorporated at this point.

This approach encourages the students to work independently with structured guidelines at the onset of the unit.

LEARNING CENTERS

A learning center is a place where a small group of students work on one skill or exercise. The center may be planned for several purposes: (1) to diagnose a skill--such as free throw competency (2) to remediate a deficiency--such as practicing to improve free throw competency (3) to introduce a new skill--such as trampoline stunt (4) to explore or create movement--such as finding as many different ways as possible to jump a rope or by putting four warm-up exercises into a smooth sequence and (5) to have fun--such as a game of handball or a scooter race. The number of learning centers in a single class would depend upon objectives, space available, and the maturity of the students to work without direct teacher supervision. Learning centers can be set up for the following objectives:

To increase physical fitness and warm-up the body for subsequent activity.

Suggested examples for these centers are:

I. Agility course
II. Pull-ups or push-ups
III. Sit-ups
IV. Standing broad jump
V. Running laps for time
VI. Squat thrusts
VII. Rope jumping

Skill building centers for a specific sport (e.g., soccer)

I. Dribble for speed and control around obstacles
II. Partner pass and dribble
III. Blocking using the body
IV. Goal keeper skills--punt and throw
V. Two offense on one defense
VI. Three offense on two defense
VII. Lane modified soccer
VIII. Five offense against six defense

Basic hand-eye coordination centers

I. Batting a ball from a tee for distance--plastic bat/ball
II. Plastic cups and bean bag--partner--"One Step Game"
III. Bean bag target toss
IV. Red rubber ball shooting into stacked tires
V. Paddle and ball skills
VI. Four square

Centers may be organized so that each child spends a specific amount of time at each center. Rotation is done in this method on a specific command. Centers may be organized so that the child makes the decision where to work. Guidelines of expectations at each center are established by the teacher. Centers may also be organized in a difficulty progression, with each student required to pass minimum performance standards before going onto the next center. If this pattern is followed it will be necessary to duplicate the same center in several separate locations and to gradually add the more difficult centers as the group progresses.

LEARNING PACKETS

Learning packets are another strategy for individualizing instruction. Each student will receive an envelope that contains all expectations for the content of that unit. The packet will probably contain the learning objectives, a diagnostic test to determine initial ability, cognitive experiences, psychomotor activities which are self-directed, a self-appraisal sheet, a final test study guide, challenge activities and evaluative criteria. The example below is an outline with suggestions for Beginning Tumbling.

I. Content: Cartwheel

II. Learning Objective
Given a tumbling mat, and after a warm-up period, the student will demonstrate the proper way to approach, execute and finish a cartwheel.

III. Diagnostic Test
Same as learning objective

IV. Psycho-motor Activities
- A. Observe other student perform the cartwheel
- B. Read Feminine Gymnastics, page 28, Fig. 54 "Cartwheel"
- C. Practice hand placement and hip elevation on the color coded tape on the mat.
- D. Practice hip elevation over the elastic rope.
- E. Listen to "coaching points" on listening tape number 5.
- F. Ask the teacher to observe and assist
- G. Practice with a spotter
- H. View a loop film
- I. Practice

V. Self-Appraisal and Peer Assessment
- A. Ask two classmates to watch you perform the cartwheel
- B. If skill is performed correctly ask the instructor for the final test

VI. Final Test and Individual Evaluation
- A. Ask instructor for the final form test
- B. Meet with instructor to evaluate your progress

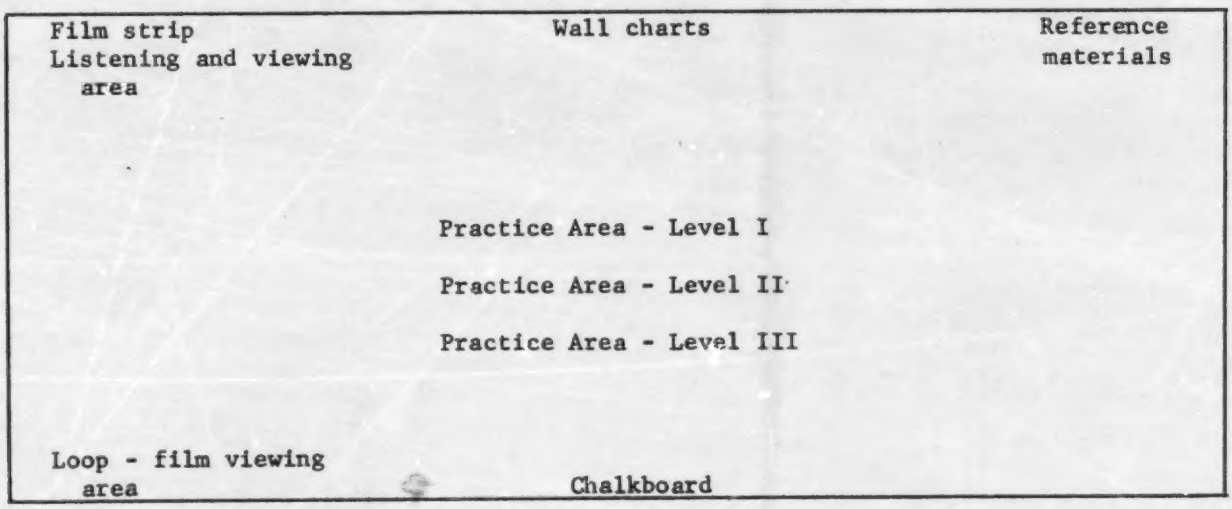
VII. Challenge Activities
- A. Help a classmate learn the cartwheel
- B. View a friend for self-test
- C. Practice the cartwheel on a straight line
- D. Practice successive cartwheels

MULTI-MEDIA APPROACH

This strategy incorporates the utilization of a variety of media to introduce, review, enrich, or reinforce curricular content. These media would include any combination of the following: loop films, cassette tapes, films, teaching machines, video tape equipment, overhead projectors, opaque projectors, tape recorders, record players, teaching charts, programmed texts, books, magazines, and work sheets.

The following is an example for a single lesson in gymnastics. During the lesson some students would be viewing a loop film on head springs with the teaching cues accompanying the film on a cassette tape recorder. Some students would be practicing headsprings over a rolled mat with two spotters and some students on a more elementary level would be involved in practicing the cartwheel progression. Adjacent to these mats would be a loop film running continuously showing perfect cartwheels and students would periodically move to the film between practice sessions.

This is an example of a learning laboratory utilizing the multi-media approach.



OPEN GYM

The open gym concept can incorporate various teaching methods and media. In this approach there are various stations throughout the gym each involving a different skill or activity. This lends itself readily to groupings of pupils in varied stages of skill levels.

Two basic methods of incorporating this system are:

1. Within one sport - for basketball the different stations may be dribbling, passing, footwork, lay-up shooting, foul shooting, etc.
2. Various sports - each station may involve a totally different activity such as volleyball, basketball, badminton, shuffleboard, etc.

Several varieties of each method can exist in the station approach such as: station 1 may be an explanation of the skill, station 2 may be a loop projector illustrating the skill, station 3 may be mass instruction and demonstration of the skill, and station 4 may be individual practice and assistance with the skill.

This system can be functional with one teacher supervising many stations or several teachers at different stations (team teaching).

Rotation to stations can be governed by specific time allotments with the change being made on instructor's command or flexible whereby students rotate by individual needs or desires. This permits students needing more work on a given skill to remain at one station while those accomplishing the pre-determined task move on to a more advanced skill.

ORGANIZATIONAL PATTERNS

Physical education classes can be organized in a variety of ways. The decision as to which organizational pattern would be most desirable is dependent upon curricular goals and flexibility factors such as available space and number of teachers. The organizational pattern of the total school may also determine the limitations in the selection and flexibility of class organization. Below are listed various organizational patterns to enhance learning.

I. Homogeneous groups

Students of the same age or grade: This is desirable when specific units of instruction are presented in a structured sequence such as a sophomore health unit.

Students of comparable ability: Diagnostic procedures can be used to determine ability levels for specific instructional units or separate skills. Informal observation and individualized testing can be used to determine student placement. To separate students by ability may be desirable when there is an exceptionally wide variance in skill level in a specific activity among a single class of students. Gymnastics, tennis, and other individual sports lend themselves well to ability grouping.

II. Heterogeneous groups

Students of different ages and grades: Multi-age groupings can be a valuable instructional aid. This method of organization usually assures that the teacher will have older children who can provide leadership, demonstrate, set behavior models and assist younger children. For general instruction, it is not recommended that the ages span more than three years due to physiological and maturational factors.

Students of varying abilities: A typical class is composed of students possessing a wide range of abilities. This is desirable if instruction is individualized so that the needs of all students are met. One advantage of heterogeneous grouping by ability is that leadership can be developed in the more highly skilled if they are utilized to help other class members.

PROBLEM SOLVING, EXPLORATION AND THE PROCESS OF DISCOVERY

Problem solving, exploration and the process of discovery--these strategies are employed in basic movement education approaches to learning. These techniques involve children discovering their own mental and movement solutions to carefully stated problems. This approach may be used for any content area and any grade level. The sequential steps to utilize this strategy would be (1) to formulate the objective (dribbling with control) (2) to give the student the problem ("see how many different ways you can bounce the ball with control") (3) to permit the students to explore (4) to redefine the problem, and if necessary, (5) to yield the desired response ("now select your best way to bounce so that you can walk forward without losing control of the ball" - "try to move as quickly as you can without losing control"). Hopefully the student can continuously adapt his/her solutions to "discover" the most efficient way to move while bouncing a ball. The observed successes or difficulties with this problem would determine the teaching cues given and the amount of review necessary.

PLAYER - COACH

Lower skilled players may also be poor organizers and lack knowledge of strategy. Carefully selected skilled players can act as player - coaches. As players they can be restricted in what they can do in a game in order to avoid their dominance in the game situation. Their participation on a lower skilled team can serve as an example and teaching aid to the other players.

These pupils can be encouraged to help less skilled peers learn skills, teamwork when practicing skills, and execute a practice test or evaluation before the teacher observes the student on an official test.

Students helping their peers in rating, judging, or skill evaluation can be a very positive reinforcement strategy. It also offers a challenge to the student to make a contribution by showing a concern for others. This is a good teaching strategy for all students involved. An outgrowth of this strategy may be the incorporation of physical education student assistants. These students are generally identified as highly skilled leaders who have a desire to elect an additional class period of physical education.

PROGRAMMED LEARNING

This teaching strategy involves the use of auto-instructional devices of two categories, teaching machines and programmed texts. The material to be learned is presented in small, sequential steps. The learner makes a response and receives immediate feedback as to the corrections of the response. The learner is not permitted to advance to a higher level until he/she has the master of previous material. The program also provides the opportunity for repeating earlier material whenever needed.

SELECTIVE PROGRAM

A selective required physical education program is designed to give students an opportunity to select activities of their choice and interest within give requirements. Emphasis should be placed on lifetime sports which should encourage students to pursue these activities as a part of their lifestyles. The selective program should give maximum flexibility in course offerings and maximum use of facilities, equipment, supplies, and staff. The quality of instruction will improve because teachers teach their specialities. Guidelines are necessary to insure selection of courses according to skill level and to encourage improvement to more advanced levels in various activities.

Within a 2 year period students would have to complete the following area requirements:

A. Team sports ---------- 3

B. Individual sports ---------- 3

C. Dance or Gymnastics --------- 1

D. Conditioning ---------- 1
8 units

E. Electives ---------- 8
16 units in 2 years

SELECTIVE PROGRAM
Student Selection Sheet

Name _____
Base Teacher _____
Period _____ Grade _____

First 9 weeks	Second 9 weeks	Third 9 weeks	Fourth 9 weeks
Football Field Hockey Archery Badminton Golf Tennis	Basketball Gymnastics Fencing	Wrestling Basketball Folk dance Recreational games Volleyball	Softball Angling/Camping Golf Tennis Track and Field
Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____
Soccer Speedball Modern dance Archery Badminton Golf Tennis	Wrestling Folk dance Recreational games Volleyball	Basketball Fencing Gymnastics Recreational games Volleyball	Softball Angling/ Camping Golf Tennis Track and Field
Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____

Grade 10 do not select from second quarter. All students must select 1 team and 1 individual sport. You cannot repeat a choice.

SELECTIVE PROGRAM

Physical Education Department
Grade Card

Name _____ Base Teacher _____ Grade _____ Period _____

Unit	Teacher	Course	Absences	Interims	Grade	9 weeks
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Parent's Name _____
Address _____
_____
Phone _____

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TASK CARDS

Task cards can be prepared by student or teacher in a variety of ways for any specific content area. Example: the skills necessary for successful participation in an activity are identified and described in behavioral terms. These skills are placed on task cards. The tasks can then be placed in a difficulty progression or in categories. A series of task cards might be prepared for an activity such as tennis, whereby asset would be prepared for each specific skill (i.e., the forehand, the backhand, the service). The cards would be placed in a progression from simple to complex. The student would begin at level one and progress at individual rate. Another use of task cards would be if the student diagnoses needs and selects or writes a task card(s) which would indicate the needed experience or goal to be reached.

Task Card Number 7 - Beginning Tennis
Go to the practice area. Using a forehand stroke, successfully drop and hit tennis ball into 4' x 6' rectangular box on the wall from behind the 20' line on the blacktop fifty time.

Teacher's signature _____
Student _____ Date _____

Task Card Number 2 - Basic Basketball Skills Progression
Practice dribbling the ball until you can use your right and left hand and weave through the maze of traffic cones with control in less than 20 seconds.

Teacher's signature _____
Student _____ Date _____

TEAM TEACHING

Team teaching is a strategy of organization which involves several teachers working together to plan and implement learning experiences for a group of students. Typically, this technique utilizes a master teacher for large group instruction and demonstration with members of the "team" assisting. This is then followed by practice in smaller groups with each team member responsible for the experience of one group.

This strategy could be utilized whenever two or more teachers have the space and the desire to implement it. For example, on the secondary level in an open gym concept team teaching for a volleyball unit would be desirable. One fifty-five minute lesson with six teachers and two hundred forty students could be organized as follows:

I. Circuit warm-ups - a ten station warm-up circuit is set up to accommodate twelve students per station. Rotate group every 60 seconds.

II. Master teacher introduces and demonstrates the overhand service (5 minutes).

III. Work groups - using contracts at 10 skill centers
   - A. Wall volley
   - B. Partner net volley
   - C. Underhand digs to wall
   - D. Bumps to wall
   - E. Informal volleys in teams on three courts
   - F. Overhand serve toss and hit to wall
   - G. Serve practice on three courts
   - H. Skill contract check off center

WORK SHEETS AND STUDY GUIDES

This type of written approach requires the student to read, study, and/or perform the material related to the skill or activity. This method can be used in a variety of ways.

1. Study guides containing history, playing rules and methods of scoring.
2. Work sheets containing important instructional material such as explanation and the proper execution of skills. These can also be in the form of charts.
3. Evaluative guides giving information showing how to correct an error in form or execution.
4. Guides illustrating various playing techniques such as positions of players on a field or playing strategies for various positions.
5. Guides showing technique in scoring or officiating.
6. Checklist of sequential skills requiring the students to check the skill as they progress to each level. This provides a visual means of motivation and serves as an instructional guide. Students can record and evaluate progress.

Sample Work Sheet

Basketball I

Name _____ Activity _____

Complete the activities in the order listed. As each is accomplished, place a checkmark by that item. After all items have been complete report to the instructor for evaluation.

Successfully dribble a ball 10 times with your right hand while standing stationary. _____

Successfully dribble a ball 10 times with your left hand while standing stationary. _____

Successfully dribble a ball alternating with left and right hand while standing stationary. Repeat until you have dribbled the ball 10 times with each hand. _____

Successfully dribble straight across the gym once using only your left hand. _____

Successfully dribble straight across the gym once using only your right hand. _____

PERFORMANCE STANDARDS

Before each unit begins the teacher will determine performance standards for the various levels of skill. The students are given standards or goals they will expect for each level. This may be used as an evaluative technique or as a means of determining progress. Each level should consist of the skills and competencies required to meet the standards for a particular letter grade or in order to move on to the next level.

The following are examples of minimum performance standards for Basketball - Level I.

Front Shot - 2 baskets
15 trials from a spot just outside the free throw circle where the free throw line intersects the circle on the left facing the basket.

Side Shot - 3 baskets
10 shots from a spot near the corner of the court, at the side of the basket, and behind a line 15 feet from the center of the basket. Ten attempts should be taken from both sides.

Foul Shot - 4 baskets
20 shots from the free throw line.

Under the Basket Shot - 3 baskets
From a position under the basket the player shoots, recovers the ball and shoots again as rapidly as possible. Time limit is 30 seconds.

Speed Pass - 17.7 seconds
From a line on the floor parallel to and nine feet from a solid smooth wall, player passes the ball against the wall 18 times. The score is the best time required to complete 10 passes against the wall.

Jump and Reach - 9"
Measure a player's jump over and above her reach. Player reaches as far as possible and makes a mark on the wall at the top of the reach. The student then jumps as high as possible. The distance between the first and second marks on the wall is measured to the nearest inch.

Overarm Pass for Accuracy - 4 points
Player uses a single overarm pass at a target 20 feet away and 3 feet above the floor. Three points are scored for balls hitting the center circle, two points for balls hitting the next circle, and one point for balls hitting in the outer circle. Ten attempts are made.

Push Pass for Accuracy - 8 points
Player passes the ball at a target 15 feet away. A two-hand push pass must be used. Target scores are the same as the "Overarm Pass for Accuracy." Ten attempts are made.

Dribble - 19.5 seconds
Player dribbles the ball weaving in and out of 5 chairs placed in a row in a straight line. The first chair is placed 5 feet from the starting line and the remaining chairs are 8 feet apart. The score is the number of seconds to the nearest tenth it takes for the student to complete the course and return to the starting line.